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ABSTRACT

A study was conducted to assess the impact of heavier and lighter exposure to newspapers on students' readership of and attitudes toward newspapers and on their awareness of and interest in current events. Newspapers in six cities across the United States had students in grades 5 through 12 fill out attitude and information questionnaires at the beginning and end of the school year. The study involved three groups of students: those who would use newspapers in their classes all year, those who would use them for only two weeks (or all year, but infrequently), and those who would not use newspapers at all. In the two cities in which the students in each group were well matched in background and ability, those who used newspapers most heavily showed more positive changes in newspaper reading habits, in their attitudes toward newspapers, and in their interest in and knowledge of current events. The students who used newspapers for only two weeks and the older students who used them only once a week through the year showed less consistent improvement. Students who did not use newspapers systematically showed the least change or showed more negative change. For almost half of the senior high school students, the newspaper provided in school was their major contact with a daily newspaper. The outcomes in the other four cities proved inconclusive since the classes were not well matched and there were unanticipated variations in the way the newspapers were actually used. (HOD)

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ASSESSING THE IMPACT OF NEWSPAPER IN EDUCATION PROGRAMS:

Changes in Student Attitudes, Newspaper Reading, and Political Awareness

Research Report

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September, 1982

NEWSPAPER READERSHIP PROJECT

Newspaper Advertising Bureau, Inc.
485 Lexington Ave.
New York, New York 10017

CS207454

This study is one of a series of research studies conducted under the auspices of the Newspaper Readership Project, an industry-wide effort to promote circulation and readership.

This report was written by Thelma Anderson of NAB's Research Department, who served as project director for NIE studies.

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HIGHLIGHTS

- Previous research has indicated that childhood exposure to newspapers fosters adult newspaper reading and that using newspapers in school has visible educational and civic value.

  The focus of this study was to assess the impact of heavier and lighter NIE exposure on children's newspaper readership and attitudes and on their social and political awareness and interest. The study was designed to yield substantive findings for students in various grade levels and to provide guidelines for research by individual newspapers to evaluate their own programs.

- It was conducted by six newspapers which were to follow a common set of specifications, using the same questionnaires. The study design called for having students fill out attitude and information questionnaires at the beginning of the school year and again at the end of the year. The grades covered by the individual newspapers ranged from the 5th to the 12th.

  The case study in each city was to be conducted among three groups of students: those who would use the newspaper all year, those who would use the newspaper for only two weeks (or all year, but infrequently), and those who would not be using the newspaper. Year-end comparisons of the changes which took place among the three groups in each case study could then permit assessing the relative impact of heavier and lighter NIE exposure.

  This required that the three sets of youngsters within each program be well-matched on background and ability. The requirement was successfully met in two of the cities: Richmond, where 5th grade inner-city children were studied, and San Francisco, where 11th and 12th grade teenagers were studied.

- In both cities the children who used the newspapers more heavily showed more positive changes in newspaper reading behavior, in their attitudes toward newspapers, and in their interest and knowledge of current events. The youngsters who used the newspaper for only two weeks, and the older students who used the paper only once a week through the term showed less consistent improvement. And students who did not use newspapers systematically showed the least change or showed more negative changes.

- The fact that more frequent newspaper exposure had this impact even among advanced high school students demonstrates the value of continuing intensive NIE programs even with older and advanced students.

- For almost half of the senior high school students, the newspaper which was provided in school was their major contact with a daily newspaper. The impact of their school exposure supports the findings in an earlier national study that just as school usage reinforces the effects of living in a family with a daily newspaper, it can also compensate to some degree for the absence or irregular presence of a newspaper in the home.

- The outcomes in the other case studies were inconclusive because the classes which were provided for the study were not well matched and because of unanticipated variations in the way the newspapers were actually used. Nevertheless they did yield insights of value for the preparation of the research handbook which will conclude this project.

- Measuring the impact of NIE, as with other kinds of "treatment" of children, is difficult because of developmental changes which take place at various stages, and because it is difficult to control for other influences which may be at work. This study has served to illuminate various considerations which must be taken into account in assessing the impact of NIE -- not least of which is the teacher's critical role in determining how the newspaper is actually used by the children.

INTRODUCTION

Background and Purpose

In the past three decades, newspapers and educators have joined forces to increase the use of newspapers in schools, as part of a program called Newspaper in Education (NIE). Under this program, which is sponsored by the ANPA Foundation, newspapers are used for various subjects in a wide range of grade levels. Formerly used mainly in current events or social studies classes in the more advanced grades, they are now also used to teach reading, writing, mathematics, consumer education, career education, etc.[1]

In general the immediate purpose in using newspapers is to teach particular skills or enrich the curriculum for a specific subject. But educators and newspapers also share the underlying goal of basic citizenship education: the development of interested and informed citizens who can and will read newspapers.

Until the inception of the Newspaper Readership Project in 1977, research to assess the educational value of using newspapers as a teaching tool concentrated mainly on measuring how it affected the academic skills and performance levels of students. Little had been done to study the impact of using newspapers on students' general political and social awareness, or on the development of the newspaper reading habit.

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1) See A Survey of Newspaper in Education (NIE) Programs, 1976, conducted by ANPA Foundation, analysis and report by Newspaper Advertising Bureau, Inc., 1977.

A 1977 national survey of adults, How the Public Gets Its News, was the first national study that examined the relationship between adult newspaper habits and childhood exposure to newspapers at home and in school. It was found that growing up in a newspaper household -- with the interests and values that such readership implies -- is a key to developing adult newspaper habits. It also provided evidence that school use, especially by those who had no newspaper at home, fostered adult newspaper reading.[1]

In 1978, a nationwide study of children aged 6 to 17, America's Children and the Mass Media, provided evidence of the more immediate favorable impact of using newspapers in classrooms.[2] It was found that those who have used newspapers in school . . . .

--"love" or "like" the idea of using newspapers in school;

--have less trouble reading the newspaper;

--have greater enjoyment of and esteem for newspapers;

--are more likely to read newspapers on their own and to read "hard" news as well as features that appeal to youngsters in general;

--display a greater knowledge of public figures and issues;

--show a greater awareness of the political process and of constitutional rights;

--express greater interest in public issues and newsworthy topics.

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1) The Influence of Childhood Exposure to Newspapers on Adult Newspaper Habits, Newspaper Advertising Bureau, Inc., 1977.

2) Daily Newspapers in American Classrooms, Newspaper Advertising Bureau, Inc., 1980.

These findings document the educational and civic value of using newspapers in the schoolroom. The next logical step was to study the impact of specific kinds of NIE programs and practices. It was agreed by the Newspaper Readership Project and the ANPA Foundation that the present study be undertaken during the 1980-81 school year with a two-fold purpose.

(1) to compare the effects of different NIE practices

(2) to develop a handbook for research by individual newspapers to evaluate their own programs

In effect, this would be a feasibility study which would also yield substantive findings about the impact of particular NIE practices.

Study Design

The basic design was a pre-post study: students in matching classes who were to use newspapers in different ways in the forthcoming year, or not use them, filled out questionnaires at the beginning of the school year, before starting to use newspapers, and again at the end of the school year. (The test period for high school classes had to be a half-year because classes change mid-year.) All questionnaires were to be answered at the same time regardless of when newspaper use was to begin, to control for the independent effects of maturation or the intervention of special events. This would permit comparing the test groups and the non-using control group on how they changed with regard to newspaper readership and attitudes, and on political interest and awareness.[1]

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1) It had also been proposed originally to compare their relative improvement in standard achievement scores so as to examine the impact of NIE usage on academic achievement as well. But this proved to be impractical because standard achievement tests are not normally administered in one-year intervals. School administrators also were reluctant to release such information. They were agreeable to the use of the ANPA Newspaper Test, designed to measure comprehension. But this proposal was abandoned because NIE specialists believe that it needs revision.

Instead of setting up an experimental situation in which teachers and their classes would have particular kinds of newspaper usage assigned to them, classes were to be selected on the basis of what the teachers themselves would normally do. The advantage of this method of selection was that it would measure the effectiveness of NIE as it is actually conducted. This required that we find enough matching classes to fit the types of use to be tested.

The NIE Committee of the ANPA Foundation had recommended that it would be most useful to learn about the relative merits of the following kinds of variations in NIE usage:

--using newspapers for two weeks only, in what is referred to as "The Newspaper Unit," which concentrates on the newspaper, vs. integrating its usage into the subject being taught;

--using newspapers once a week, several times a week, or every day, through an extended period;

--working with the class as a whole vs. individualized student activities;

--providing individual copies of the newspaper for each child, vs. having students and classes share copies;

--providing teacher training workshops and/or supplementary activities.

Evidence on the relative merits of these practices would have implications for services newspapers provide, and for practices followed by teachers. But the practicalities of administering the study made it possible to study only the effect of variations in the frequency with which the students used newspapers (i.e. the first two of the five variations listed above).

The study was conducted by six newspapers. The grade levels covered ranged from the fifth to the twelfth.[1] Three groups of children were studied in each city: a control group and two test groups. The planned design was as follows:

City and Newspaper	Grade Level	Class Subject and Planned Type of Newspaper Use	
		"Heavy"	"Light"
Richmond (The Richmond Newspapers)	5	once a week, all year (all subjects)	2-week unit (all subjects)
NY/Long Island (New York Times)	5	3 days per week, 2-3 months	2-week unit 2-5 days per week
Milwaukee (Journal and Sentinel)	8	every day, all term (all subjects)	2-week unit (all subjects)
Houston (Chronicle)	9	2 days per week, all term (social studies)	2-week unit (social studies)
Regina (Leader Post)	9,10	integrated throughout the term (English)	current events only (social studies)
San Francisco (Examiner)	11,12	3+days per week, all term (social science)	1,2 days per week, all term (social science)

Enough classes were to participate so that each of the three groups would contain at least 150 students at the start to allow for attrition and still provide sample bases for at least 100 at the end. The control group, which was not to be using newspapers, was to comprise classes similar in composition to the two test groups of "heavy" and "light" users.

1) Classes below the fifth grade were not included because the questionnaires were self-administered and too difficult for younger children. The focus on older children provided the option for the participating newspapers to track youngsters more quickly into their more mature years if the newspapers and schools wished to do so.

The omission of 6th and 7th grades classes occurred because the newspapers that originally planned to cover those grades dropped out of the study.

The student questionnaires were based largely on the questionnarie used in the national study of children cited above, which included questions used by the National Assessment of Educational Progress. Additional questions were also developed for this study and some were added by the participating newspapers.

At the end of the test period the teachers of these test classes filled out questionnaires describing the test classes and how the newspapers were actually used in their classes. Copies of the student and teacher questionnaires are in the Appendix.

How the Study was Conducted

Since the study was to be a prototype for research by individual newspapers, each newspaper conducted its own study, under the direction of its educational consultant (or NIE coordinator) and research staff or consultant. Uniform procedures were to be followed insofar as possible.

Specifications for field work, data processing, and analysis were provided by the research coordinator for the project.[1] Each newspaper obtained school cooperation, and jointly with the schools was to select test classes and see to the administration of the questionnaires. Media General, Inc. generously contributed the data processing for three of the cities. The remaining newspapers used local professional services.[2]

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1) These had been developed in two preceding years of pilot testing, first by two papers and then by four papers, which had volunteered to lay the groundwork for this study. The papers involved were: Idaho Statesman and Eugene Register Guard in the first year, and the Houston Chronicle, Kitchener-Waterloo Record, Minneapolis Star and Tribune, and Milwaukee Journal and Sentinel in the second year.

2) Additional tabulations were provided by NAB to permit comparative analysis of the data from all six cities.

Each newspaper was to write its own report since the local NIE people were best equipped to describe actual conditions during the test period and interpret their own findings. These reports were supplemented by additional tabulations and analysis for this summary report.

FINDINGS

I. The Impact of Different NIE Exposures

It is difficult to measure the effect of any particular "treatment" of children because so many developmental changes are taking place in their lives and because different things are going on at different stages of their lives. Since their interest in newspapers increases as they get older, and they become interested in a wider world and in different parts of the paper, we would expect some changes simply because they would be a half-year or year older.[1] But we would expect differences among the groups studied which could be attributed to the difference in their NIE exposure. However, this required that the three groups be fairly well matched to begin with, so that differences in outcomes could be attributed to differences in NIE treatment.

The requirements of the study design were closely met in two of the cities; the different outcomes in these cities can therefore be attributed to differences in newspaper usage. In the remaining four cities various departures from the study design seriously contaminated the comparability of the three groups. For example, the classes chosen were not uniform in grade level, or in academic standing, or there were unanticipated changes in the way the newspaper was actually used, including considerable use of newspapers by some classes intended to be an unexposed or "control" group. It follows that the mixed findings in these four cities can be attributed to these deviations as well as to the impact of the NIE usages which were to have been studied.

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1) See Children, Mothers, and Newspapers (Newspaper Advertising Bureau, 1978), a preliminary report of the study of America's Children and the Mass Media.

In reporting the effects of different NIE practices -- which was one of the objectives of this study -- the analysis is confined to the Richmond and San Francisco studies, where the three groups of students were comparable. The findings in the other cities are presented separately in this report, mainly to consider how the mixed compositions of the groups are related to the findings that were obtained.

The data gathered in the student and teacher questionnaires fall into three broad categories: background questions which would permit us to characterize the students and see whether the three test groups were initially comparable; questions about their actual level of exposure to newspapers during the year; and the test questions on which we sought to measure change. These included 74 items on newspaper reading habits and attitudes and on political and social interest and awareness.

Because this is a before-and-after study, there are several ways of examining changes in the behavior, attitudes, and awareness these students reported. One way is to compare the <u>percentage change</u> in the average responses of each of the three sets of students, to each of the questions asked. This has the advantage of measuring the net impact of NIE treatment on each group of students as a whole. But it does not show differences among the groups in their starting points, which can be important because there are upper and lower limits to the amount of change which can occur if the group starts with a high or low level of behavior, attitude, or awareness. It is therefore useful to also look at the actual <u>percentage levels</u> of the pre and post responses. But this does not show change among the individual members of each group. A third approach, then, is to ask <u>how many students</u>

changed -- for better or worse -- and how many remained unchanged. Because each of these modes of analysis provides useful insights, all three have been used in the present report.

Overall Summary of Changes in Behavior and Attitudes

Table 1 presents an overview of the measured net impact of heavy, light, and non-usage of newspapers on the fifth graders in Richmond and the eleventh and twelfth graders in San Francisco. In both cases, those students who had used newspapers more heavily (over a longer period or a similar period but with greater frequency) showed significant improvement on far more items.[1]

The average responses of the inner-city youngsters in Richmond who used the newspaper all year improved on 47 of the 74 measured items, compared with only 14 items for the two-week users and 11 for the non-users. And the more substantial improvements among year-long users occurred in all categories -- their news media habits, the range of newspaper items they read, their attitudes toward newspapers and newspaper reading, their interest in news and public issues, and their knowledge of social and political affairs.

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1) Since the goal of the NIE Program, in addition to serving particular curriculum needs, is to develop future newspaper readers and active informed citizens, changes which reflect more favorable attitudes toward newspapers and more accurate knowledge of social and political affairs are created as improvements or positive changes in this report.

Similarly in the San Francisco study, those who used the newspaper two or three days a week all term improved significantly on 30 of the items, compared with 15 items for those who used the newspaper only once a week, and 11 items for the non-users. Since these students were not only older than the Richmond youngsters but were also in an academic program, it was to be expected that they would show relatively less improvement because they began the year with higher levels of awareness and interest, and more favorable predisposition to newspapers. The fact that heavier newspaper usage continued to have favorable impacts on students at that level supports the value of continued use of newspapers on an intensive basis even among older or advanced students.

Table 1

Number of Statistically Significant Changes in Pre-Post Average Scores[1]

	Richmond (5th grade)			San Francisco (11, 12 grade)		
NIE EXPOSURE:	all year	two weeks	none planned	all term freq.	all term inf.	none planned
N =	(138)	(138)	(137)	(114)	(154)	(111)
Total Count (74 items)						
Positive changes	47	14	11	30	15	11
Negative changes	0	4	3	0	3	2
News Media Habits (6 items)						
Positive changes	4	2	2	3	1	1
Negative changes	0	0	0	0	0	0
Parts of the Newspaper Read (28 items)						
Positive changes	13	5	3	7	4	2
Negative changes	0	2	3	0	1	1
Evaluation of Newspapers (10 items)						
Positive changes	6	0	1	1	2	1
Negative changes	0	0	0	0	1	0
Attitudes Toward Reading Nsp. (12 items)						
Positive changes	8	1	0	9	3	3
Negative changes	0	2	0	0	0	0
Interest in News & Public Issues (12 items)						
Positive changes	12	4	4	7	3	4
Negative changes	0	0	0	0	1	1
Political Knowledge (6 items)						
Positive changes	4	2	1	3	2	0
Negative changes	0	0	0	0	0	0

1) Based on calculations of the percent change of average post score over the average pre score, for each item. Only those changes which were statistically significant (according to a one-tail t-test of paired observations) are included in this table.

The list of variables (questions) included in this table is shown in the Appendix.

The pre-post percentage change for the individual items appears in the separate volume of supplemental tabulations, available from NAB on request.

Positive Responses to Key Questions, Before and After

Table 1 showed that students who used the newspaper more heavily improved on many more items than was true for students who used the newspaper for a brief period or infrequently. Table 2 presents the comparable proportions of students who recorded favorable or informed responses each time on twelve questions which represent issues critical to this study.[1]

Before discussing the changes which took place, several observations can be made about the scale of positive responses to these questions. First, there was a sizable age differential on some items. For example, the fifth graders were far more likely to feel they had trouble reading the newspaper, and they were far less well informed about political affairs. But they were more enthusiastic about the idea of using newspapers in school and agreed more readily with the statement that newspapers tell them things they want to know. This enthusiasm is understandable, since for younger children reading the newspaper is a novelty and implies entry into the grown-up world. The senior high school students do recognize the need to read newspapers (two-thirds expect to read the newspaper regularly when they are adults) and eight out of ten enjoy reading the newspaper. But on the question of newspapers telling them things they want to know, their lack of enthusiasm suggests that they do not perceive newspapers as relevant to their special interests.

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1) The averages on which Table 1 is based include all responses. Table 2 shows only the positive responses to simplify the summary presentation.

Table 2

Pre and Post Positive Responses to Key Questions

	Richmond (5th grade)			San Francisco (11, 12 grade)		
NIE EXPOSURE:	all year	two weeks	none planned	all term freq.	all term inf.	none planned
N =	(138)	(138)	(137)	(114)	(154)	(111)
% Expect to read nsp. most days next year						
Pre	36	36	44	46	45	43
Post	44	34	31	55	50	49
Diff.	(+8)	(-2)	(-13)	(+9)	(+5)	(+6)
% Expect to read nsp. most days as adult						
Pre	56	70	62	69	62	63
Post	69	68	55	72	69	68
Diff.	(+13)	(-2)	(-7)	(+3)	(+7)	(+5)
% No trouble reading newspaper						
Pre	17	30	30	69	67	66
Post	37	34	30	78	72	71
Diff.	(+20)	(+4)	(0)	(+9)	(+5)	(+5)
% Like using nsp. for school work						
Pre	62	59	50	50	49	34
Post	71	77	30	70	64	39
Diff.	(+9)	(+18)	(-20)	(+20)	(+15)	(+5)
% Feel that nsp. "tells me things I want to know"						
Pre	38	41	37	11	14	11
Post	34	41	31	20	14	14
Diff.	(-4)	(0)	(-6)	(+9)	(0)	(+3)
% Enjoy reading newspapers						
Pre	67	74	57	79	84	77
Post	72	75	55	85	88	81
Diff.	(+5)	(+1)	(-2)	(+6)	(+4)	(+4)

Table 2 (cont'd)

Pre and Post Positive Responses to Key Questions

	Richmond (5th grade)			San Francisco (11, 12 grade)		
NIE EXPOSURE:	all year	two weeks	none planned	all term freq.	all term inf.	none planned
N =	(138)	(138)	(137)	(114)	(154)	(111)
% Think that freedom of the press affects people in every day lives						
Pre	45	43	43	80	89	76
Post	53	39	36	90	92	83
Diff.	(+8)	(-4)	(-7)	(+10)	(+3)	(+7)
% Think that nsp. or mag. should be allowed to print criticism of government VIPs						
Pre	26	27	34	76	71	76
Post	45	30	26	84	83	78
Diff.	(+19)	(+3)	(-8)	(+8)	(+12)	(+2)
% Interested in what's going on in other countries						
Pre	28	31	38	28	25	23
Post	35	33	29	44	30	32
Diff.	(+7)	(+2)	(-9)	(+16)	(+5)	(+9)
% Believe President does <u>not</u> have right to do anything						
Pre	53	58	50	72	66	73
Post	67	55	53	69	68	72
Diff.	(+14)	(-3)	(+3)	(-3)	(+2)	(-1)
% Who can name their Governor						
Pre	51	46	56	94	94	90
Post	70	72	61	98	94	87
Diff.	(+19)	(+26)	(+5)	(+4)	(0)	(-3)
% Who can name their Senators						
Pre	17	1	0	39	43	27
Post	12	30	10	66	66	36
Diff.	(-5)	(+29)	(+10)	(+27)	(+23)	(+9)

Interestingly, in both studies all three sets of youngsters were more certain that they would be reading newspapers regularly when they were adults than they were about reading one next year.

Although the changes that occurred on these questions are generally small, some differences among the groups are particularly notable:

Richmond: In the national study of children it was found that those who have used newspapers in class are more enthusiastic about this activity than those who have not. The present study confirms this finding that children who are using newspapers in school enjoy doing so. Initially, at least half of these fifth graders said they liked the idea of using newspapers for school. By the end of the year the proportion rose to about three out of four among those who had used the newspaper, while it fell to less than a third of those who had had no experience with it this year.

The heavy users in Richmond--those who used the newspaper year-long--were less assured of their ability to read a newspaper before this year's program,[1] but at the end of the year they were on an equal footing with

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1) At the start of the year they were also below the national average for 9-11 year-olds, which was 33% in the children's study cited earlier. That they were less self-confident about their ability to read a newspaper than the other youngsters indicates the difficulty of obtaining a perfect match. Differences in their previous experience of NIE, which the questionnaire covered, might explain the disparity in their answers to this question. But the important point for this summary report is that using the before-and-after study design permits examining the amount of change which takes place, even if the youngsters are not perfectly matched to begin with.

their contemporaries: the proportion of year-long users who had no trouble rose from 17% to 37%; among the two-week users and the control group the proportions remained at approximately one-third.

At the end of the year, the year-long users also expressed a greater commitment to reading newspapers next year and as an adult, the less extensive two-week usage seems to have had no impact on either of these self-predictions; and among the non-users there was some retrogression.

In the realm of politics, the use of newspapers obviously developed greater awareness among the 5th graders. Those who used the newspaper year-long became more aware that there are limits to Presidential powers. And both user groups were better able to name their state governor. But in naming their senators there was no improvement at the end of the year among the heavy users (who had, inexplicably, been the only group to be able to name their senators at all, initially).

On freedom of the press issues, the first time the Richmond 5th graders were asked about whether a newspaper or magazine should be allowed to criticize an important person in government, few of them endorsed the idea. This is consistent with the national study of children cited earlier, in which it was found that approval of this freedom was low among younger children and among children in the South.[1] Nevertheless,

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1) It was also found that in that study that free speech for atheists was particularly troublesome to children in the South. See Children and Newspapers (Newspaper Advertising Bureau, 1980), a report on the study of America's Children and the Mass Media.

by the end of the year there was a sizeable increase in endorsement by those who used the newspaper all year (from 26% to 45%).

A similar development occurred in their recognition of the relevance of a free press to everyday life. All three groups held comparable views to begin with, but at the end of the year the relevance of a free press was perceived by 53% of the heavy users compared with only 39% of the two-week users and 36% of the non-users.

This is not to say that newspaper use per se will necessarily enhance students' perception of the value of a free press, but rather that it provides an opportunity for this to happen. When the three groups of Richmond youngsters were each divided into those whose teachers had or had not discussed freedom of the press, there are clear indications that the positive changes occurred only among students exposed to such discussions, although the cell bases are small. (Table 3) However, it is also true that such discussions were conducted in more of the classes which used the newspaper heavily--three out of four of the year-long users were exposed to such discussions, compared with half of the two-week users and less than a third of those who did not use newspapers. This indicates the desirability not only of encouraging the use of newspapers in school but also of providing assistance to teachers in developing curriculum concepts and guidelines.

Table 3

Changes in Belief that Freedom of the Press
Affects People in Every Day Life,
By Whether Teacher Discussed Freedom of the Press

(Richmond 5th Graders)

	Heavy NIE (all year)		Light NIE (two weeks)		No NIE	
	Discussed[a]	Did Not	Discussed	Did Not	Discussed	Did Not
N =	(100)	(37)	(65)	(72)	(38)	(92)
Percent who agreed[b]						
Pre	47	41	50	36	26	54
Post	61	30	47	34	36	38
Diff.	(+14)	(-11)	(-3)	(-2)	(+10)	(-16)

[a]Data on whether or not their teacher had discussed freedom of the press was taken from the teacher's questionnaire.

[b]How to read: Among the 100 students who used the newspaper all year and whose teachers reported that they had discussed freedom of the press, agreement with the statement increased from 47% to 61%. Among the 92 who had no NIE or any discussion of freedom of the press, agreement fell from 54% to 38%. No change occurred among the two-week users.

San Francisco: Table 1 showed a number of significant differences among the senior high school students in San Francisco in the amount of improvement registered at the end of the term, despite the fact that they had started with generally higher levels of awareness and favorable dispositions than the Richmond 5th graders, and that their test period was confined to one term rather than a year. In general, the heavy user group showed more improvement than the light user group and the non-users.[1]

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1) The San Francisco study was confined to one term because the students were in senior high school where classes change at the end of the term. Both test groups in this case study used the newspaper all term: the "heavy" exposure classes used the paper two or three times a week and the "light" exposure classes used the paper once a week. (The NIE program of the San Francisco Examiner does not offer a two-week unit.)

Among the items shown in Table 2, the most notable--in view of their low starting points--are that the number of heavy users who felt that newspapers tell them things they want to know doubled by the end of the year, and they emerged with a greater interest than the others in foreign news.

Like the 5th graders, the senior high school students who used the newspaper this term came out with even greater approval of such use. The proportion who said they loved or liked the idea rose from half to approximately two out of three. The non-using group started with a lower incidence of approval, and having had little experience with the newspaper in the course of the term, there was no increase in the proportion who liked the idea.

Since almost all of these students could name their governor to begin with, there was no room for improvement on this question, but both user groups were far better informed about the names of their senators at the end of the term, than were the non-users.

Proportions of Students Who Changed

Another way of examining change over the test period is to see how many students in each group improved, how many remained unchanged, and how many declined.[1] Table 4 presents this data for some of the same key questions.

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1) As indicated earlier (p. 3), changes which reflect more favorable attitudes toward newspapers and more accurate knowledge or awareness are treated as improvements or positive changes, and changes which reflect less favorable attitudes or less awareness are treated as negative changes.

Table 4

Percent of Students Who Changed Attitudes on Key Items

	Richmond			San Francisco		
	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE
N =	(138)	(138)	(137)	(114)	(154)	(111)
How often they expect to read the newspaper next year (if not assigned)						
Improved	45%	37%	37%	23%	20%	18%
Stable	33	31	34	66	64	63
Deteriorated	22	32	29	11	17	19
How often they expect to read the newspaper as an adult						
Improved	35%	35%	34%	13%	18%	20%
Stable	52	58	42	82	75	67
Deteriorated	13	17	24	5	7	14
Amount of trouble reading the newspaper						
Improved	36%	26%	17%	13%	13%	11%
Stable	50	51	42	81	80	83
Deteriorated	14	23	41	6	7	6
How much they like using the newspaper for school work						
Improved	43%	38%	19%	40%	29%	33%
Stable	33	39	32	46	56	54
Deteriorated	24	23	49	14	15	13
How much do newspapers tell them things they want to know						
Improved	27%	30%	25%	22%	19%	21%
Stable	40	47	30	68	66	61
Deteriorated	33	23	45	10	15	18
How much do they enjoy reading the newspaper						
Improved	35%	29%	26%	18%	19%	23%
Stable	40	40	37	71	70	64
Deteriorated	25	31	37	11	11	13
Think that freedom of the press affects people in their everyday lives						
Improved	41%	30%	32%	14%	7%	15%
Stable	34	44	42	84	89	75
Deteriorated	25	26	26	2	4	10
Think that a newspaper or magazine should be allowed to print criticism of an important person in government						
Improved	38%	33%	35%	19%	17%	16%
Stable	45	41	34	74	77	70
Deteriorated	17	26	31	7	6	14
Number of specified news topics they are interested in						
Improved	52%	45%	45%	40%	38%	35%
Stable	12	13	17	26	22	21
Deteriorated	36	42	48	34	40	44

Here we can see that opinions on some questions were less liable to change. For example, substantial proportions of students in each city and each group did not change their expectations about reading the newspaper as adults but most of them did change with regard to the number of specified news topics they were interested in.

In Richmond, the heavy NIE users who changed were far more likely to have improved than to have moved in a negative direction.[1] In the two-week user group almost as many youngsters moved in a negative direction as a positive direction on a number of items. And the non-users moved primarily in a negative direction on several items.

Thus on the amount of trouble they said they had in reading the newspaper, 36% of the heavy users improved, 14% deteriorated; among the light users the comparable figures were 26% and 23%; and among the non-users only 17% improved and 41% deteriorated. Not surprisingly the same pattern emerged with regard to how much they enjoy reading the newspaper, though less dramatically. And although the year through users were matched by the two week users and non-users in the proportion who had moved toward approving of freedom of the press to criticize officials, fewer moved to an opposing stance.

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1) This is not to say that they had necessarily reached the most approving position, since improvement on some of these items could have been from a negative answer to "don't know" or from "don't know" to a mildly approving position. Nevertheless, the general direction of change was consistent for this group across items.

The senior high school students in San Francisco were generally less accessible to change. In all three groups those who changed were generally more likely to move in a positive than a negative direction; unlike the fifth graders, few of the non-users moved in a negative direction except on the number of news topics they were interested in. But among the three groups, again the general pattern was that the frequent users whose attitudes improved outnumbered those who declined to a greater extent on most items.

New Questions in Post-Test Only

Since the pre-post format of the study carried with it the possibility that a certain amount of change would occur because teachers and students would be sensitized by the questions in the first questionnaire, seven new questions about political knowledge were introduced in the post questionnaire only. (See Table 5)

The fifth grade youngsters in Richmond who used the newspaper, and especially those who used it all year, were better informed than the non-users on all but the multiple choice question to which the correct answer was that Canada is not part of the Third World. The 11th and 12th graders in San Francisco were all quite well informed on most questions, but frequent users were somewhat better informed, especially about such international affairs as SALT and the Third World.

Although the three groups in both cities were not stringently matched to begin with, these questions too confirmed the general findings

that using the newspaper as an education tool enlarges the students' awareness of social and political issues, and that frequent, steady use of the newspaper has more impact than short-term or infrequent use.

Table 5

Political Knowledge (Questions Asked Only on Post-Questionnaire)[a]

	Richmond			San Francisco		
	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE
N =	(138)	(138)	(137)	(114)	(154)	(111)
Know that Senate is other part of Congress (Parliament)	54%	49%	31%	96%	96%	96%
Know that a Senator (M.P.) is elected to office	49	40	29	90	92	84
Know the major goal of SALT	35	20	9	83	75	68
Know that countries belong to the United Nations to work for peace	65	63	45	95	92	90
Know that State Department (Dept. of External Affairs) is most concerned with foreign affairs	27	33	19	69	60	61
Know that hunger is an important world problem	61	54	48	91	93	91
Know that Canada is not part of the Third World	7	4	12	56	44	44

[a]Each question was a multiple choice question. This table shows the percentages who answered correctly.

II. The Importance of Studying Comparable Groups: Highlights of the Six Case Studies

The outcomes of four of the case studies were inconclusive because the classes chosen for study were not well matched and because of unanticipated variations in the way the newspapers were actually used.[1] Since one of the purposes of this study was to provide guidelines for assessing the impact of individual NIE programs, it is useful to examine for each city separately the composition of the test groups and how these are related to the findings that were obtained. What follows is a summary account for each city; the tables on which the accounts are based are in the Appendix and in a separate volume of detailed tables showing student and teacher responses, in actual percentages and percent change.

Richmond

The Richmond study focussed on fifth grade[2] inner city youngsters. (Four out of five were black.) The heavy user group was composed of classes which received newspapers once a week all through the year, and actually used their newspapers two or three times a week. The light user classes received a newspaper every day for two weeks. The control group did not receive newspapers under the NIE program, but as in most of the other cities, a sizeable proportion did in fact use newspapers to some extent.

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1) See Technical Appendix on variance in exposure within the groups and results of reclassifying students according to their actual exposure.

2) Each user group included one class of 4th graders.

All three user groups were well matched on such predisposing background characteristics as achievement level, parents' education, exposure to newspapers at home, and previous use of newspapers in school.

Since the three groups were so well matched, the fact that the heavy users showed consistently greater improvement in all areas--knowledge, attitude, and behavior--can be attributed to their more prolonged and steady use of newspapers.

New York/Long Island

These fifth grade youngsters were from different schools in one Long Island school district described as working class. Difficulties in obtaining school district cooperation resulted in a much smaller sample than had been specified.[1] Nor were the groups well matched: the two user groups had higher academic achievements (almost half said they had been "A" students in the preceding year, compared with one-tenth of the control group) and had far more experience with newspapers--at home and in school--before the test period. Moreover the light treatment group, which used newspapers for only two weeks, were more likely to say initially that they like school, want to be remembered as a student who received high grades, and tended to be more approving, more favorable, and more interested in the subjects addressed.

In comparing the pre and post phases of the study, although there were differences among the groups, few changes were statistically

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1) Sample bases are shown in the Appendix. This study was also conducted with 8th graders but the sample was far too small to present.

significant because of the small bases. However the overall pattern of change was more positive than negative for the heavy treatment group which used newspapers three days a week for two or three months,[1] and more positive still for the group which used newspapers for a varying number of days for only two weeks. Among the control group there were more negative than positive changes.

The differences in the composition of the three groups suggest that the different change patterns which were discerned may in fact be due either to the selection of classes for NIE participation on the basis of achievement level,[2] or to the more positive attitudes and aspirations of the light user (two-week) group, rather than to differences in the actual NIE experience itself.[3]

It should also be observed that unlike most NIE programs, few children in this study were using the newspaper they were exposed to at home. Newsday and the Daily News are the dominant dailies in Nassau

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1) This study was terminated before the end of the school year because a competing newspaper (Newsday) was launching an NIE program in the same schools. Since this would have contaminated the planned exposure levels, the post questionnaires were administered early in the spring.

2) If those classes are in any way representative of the classes in which the newspaper was used, this suggests that The New York Times is used with more advanced students.

3) To further confound the study findings, it was reported that some teachers attempted to provide the correct answers. Since no record was kept of when and where this happened, it was not possible to eliminate the suspect cases.

county.[1] Using the New York Times in their NIE activities may have meant that there was no direct reinforcement of their experience with the newspaper at home, since they had little opportunity to see the same paper outside the classroom. This raises the interesting question of whether there is a difference in the impact of NIE, not only according to whether students do or do not have a newspaper at home, but also whether or not they have the same paper at home.

Milwaukee

The 8th graders in this city who used the newspaper for only two weeks showed more positive changes than those who used the newspaper all year, and even the non-users showed greater improvement than the heavy user group. Before this can be taken as evidence that heavy use of newspapers had a negative effect, it is necessary to examine the kind of newspaper exposure they actually had and how comparable the three groups were to begin with.

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1) The students reported the following newspapers at home at the outset of the study:

	"Heavy" users (64) %	Two-week users (67) %	No planned use (45) %
Newsday			
Home delivered	66	55	42
Brought home	36	30	40
Daily News			
Home delivered	31	28	36
Brought home	38	33	24
New York Times			
Home delivered	5	3	-
Brought home	11	18	11

First, the control group was less advanced academically, less well informed or interested in social and political affairs, and less committed to newspaper reading initially. Given their low awareness and interest at the start, any change which they registered in the course of a year could only be in the direction of increased awareness and interest. Moreover, although they were exposed to a minimal use of newspapers in school during this year, their teachers were experienced hands at using newspapers educationally, and did devote some time to a basic discussion of the function of newspapers. This suggests that even a minimal use of newspapers in school, especially by experienced teachers, can have positive effects. But it must also be remembered that a certain amount of change is to be expected as youngsters mature.

Both groups in the NIE program this year were more advanced academically than the non-users. There also were differences between the two user groups with regard to the kinds of schools they attended (one specialized in pre-professional training) and their initial attitudes and information--the two-week users started with more favorable predispositions than the year-long users did. But what may be even more to the point in interpreting the degree of change they each registered over the year is the way they used newspapers during their exposure periods.

The two-week users started their two-week program with an introductory lecture given by the newspaper's NIE consultant, who also showed them "Read All About It."[1] In the two weeks which followed they used the

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1) A slide presentation prepared by NRP in 1979 to increase newspaper circulation and readership. It presents what is in the newspaper, how a newspaper is put together, and ways to read the newspaper.

newspaper every day in a range of subjects, including English, science, and math, as well as social studies.[1] The year-long users actually used the newspaper less frequently than had been planned, and did so under the direction of teachers who were reported to be less dedicated to NIE.[2] (These students reported relatively little use in any subject other than social studies.)

It is not surprising, then, that the two-week unit, conducted in a concentrated, well organized way, should have yielded a more positive impact. The fact that the year-long users showed little change demonstrates what is common knowledge in the NIE program: the enthusiasm and quality of instruction is critical to its effectiveness.

Houston

Since these were high school students, the test period was restricted to one term, at the end of which students would be changing classes. This meant that their exposure to newspapers during the balance of the year would be varied, and made it difficult to assemble them for post-testing at the end of the year.

At the conclusion of the study it emerged that the control group which was not to be using newspapers had in fact done so on a regular

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1) This usage, which is integrated with the subjects being taught, is more intensive than a two-week unit which focusses on the newspaper *per se*.

2) It had not been possible to use the school initially chosen to provide classes for the year-through use. Since the study was designed to measure the impact of different uses of NIE, the teachers, like the students, should have been generally comparable.

weekly basis.[1] (Hence our careful designation of the control groups as "No Planned NIE.")

It might still have been possible to study the impact of different kinds of usage, by comparing those who had used the paper for only two weeks with those who had used it for a longer time, regardless of their initial designation as "control" or "heavy treatment," had the classes been comparable. But they varied too widely in age and high school program.[2]

The heavy-treatment students were younger and more of them were in a general program. The two-week user group was older and included more students on a vocational track than the other groups did. The so-called control group included more students in an academic program, and they were between the two user-groups in age. Although it might appear from Table A-3 that two-week usage was less effective than longer usage by the heavy treatment and control groups, their age differences and program differences do not permit such a conclusion.

Regina

Here too the high school classes from which the three groups were drawn were too disparate to permit assessing the impact of their NIE exposure. The heavy-treatment group, which used newspapers in social

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1) Indeed some classes in the control group used newspapers for a longer period than some classes in the heavy treatment group. (It turned out that some newspaper usage was mandatory in the high school curriculum, and that it had been applied to the control group unbeknownst to the study administrators.)

2) When the "control" and "heavy treatment" students were reclassified according to their actual exposure, there were indications of greater improvement among the NIE users than among the effectual non-users. See Technical Appendix.

studies classes, was composed of younger students (more of them were in 9th grade). The light treatment group, which used the newspaper in English classes, included somewhat more 10th graders, and far more vocational students than in either of the other groups. The control group students were older than the others (84% were 10th graders) and far more were in an academic program than in either of the other groups.

There remains the curious finding that unlike any other set of students in these studies, all three groups showed more negative than positive changes, especially on attitudes. The explanation appears to be that the students were not properly supervised in the post-testing, and that a certain amount of mayhem prevailed, in which they egged one another on to record cynical answers.

San Francisco

Both user groups in this study used the newspaper all term, but the heavy treatment group used the newspaper two or three times a week, whereas most of the light treatment group used the newspaper only once a week.[1] A majority of the control group too used newspapers but only twice during a two-week period. While most of the students in the two NIE groups were 12th graders, most of the students in the control group were 11th graders. But in all other respects the three groups were quite comparable. They all attended the same school which admitted only students with good academic qualifications, and most of them were in an

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1) One of the classes assigned to this group used newspapers everyday.

academic program. Seven out of ten had used newspapers in school in the previous year, approximately half had home delivery of a daily newspaper, and slightly over half were of Asian descent.

All three groups registered more positive than negative changes, but the improvement was most pronounced among those who used newspapers most frequently. This outcome was particularly remarkable because of the relatively high plateau on which all three groups started the semester.

CONCLUSIONS

The national study of children in 1978 cited earlier provided clear evidence of the positive impact of using newspapers in school. It also showed differences from one age level to the next in media habits and attitudes as well as interest, awareness, and knowledge of political and social issues and events. The present study was designed to measure changes over time among the same children, but among narrower age groups and over a relatively short period of time. Confining the study to one term or one year had administrative advantages, since it meant that the children were available for testing in the same classrooms and with a manageable amount of attrition. It also meant that their actual NIE exposure during the test period could be ascertained. Given such a short period, however, it was to be expected that relatively small changes would be discernible especially with regard to attitudes.

It is therefore encouraging that changes were detected, and that in the two successfully executed studies the value of more prolonged and more frequent use of newspapers in the classroom was demonstrated. That this occurred among young inner city children is heartening but not so surprising in view of the available evidence that enriched curricula and educational devices enhance the educational progress of young children. But it is striking that similar differences were also discerned among the San Francisco youngsters in only one term late in high school. After all, most of them--non-users as well as users--had by then had considerable

exposure to newspapers over a longer stretch of years. Since they were older and in an academically select high school, it had in fact been anticipated that no differences among the three test groups would be discerned. The fact that a greater improvement in attitudes and knowledge and in newspaper reading habits did occur among those who used the newspaper more frequently demonstrates the value of continuing heavy NIE treatment even among older and advanced students.

Only a little more than half of the three groups of San Francisco students reported having home delivery of a daily newspaper. (Approximately half of them were of Asian descent.) It follows that for almost half of the user group the newspaper provided in school was their major regular contact with an American daily newspaper.[1] In view of their relatively low home exposure, the gains registered by the frequent users support the conclusion in the earlier national study that, just as school usage reinforces the effect of living in a family with a daily newspaper, it can also compensate to some degree for the absence or irregular presence of a newspaper in the home.

Several conclusions can be drawn from the mishaps in the remaining case studies:

(1) If the instruction that accompanies year-through usage is not

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1) A majority of those who do not have home delivery said they "ever buy a daily newspaper" with their own money, but they were not asked how often.

well-focussed, extended usage is not necessarily more satisfactory than briefer programs that are conducted with skill and enthusiasm. In Milwaukee the two-week program used with 8th graders was well-launched, intensive, and incorporated in a variety of subjects. The energy and commitment observed there yielded more improvement on the test measures than the more desultory year-through program.

This outcome also suggests that the two-week unit can have an advantage in that the papers are more likely to be used on the day they arrive, when the news and other contents are fresh. In the NIE program at large the feasibility of providing today's paper varies according to whether the paper is a morning or afternoon daily and with other distribution practicalities. But beyond that, there would appear to be latitude on the part of teachers with regard to how quickly they use the newspapers, especially if their use is spread out across the year. Newspapers that are more than a day or two old remain useful for instruction, but they have less immediacy than yesterday afternoon's or this morning's paper. Using old newspapers may encourage highly intelligent reading, but such usage may not contribute to perceiving of the newspaper as an important daily source of up-to-date news. Considerations of this order suggest that in evaluating NIE programs, various aspects of their actual conduct must be taken into account.

(2) Faced with classroom exigencies, teachers may not be using newspapers in the way that NIE coordinators assume that they are. Thus, although some teachers have the newspaper delivered every day, they may

not in fact be using them every day. This was found in some two-week units as well as in more prolonged usage groups. And there are many other variations in actual practice.[1] NIE coordinators cannot know what actually goes on in the classrooms beyond what they themselves do or apart from the unsystematic feedback they get from teachers. They are more likely to know about how many orders they receive than about how many teachers are using them, how often, for what purpose, or in what way. They know about the kinds of instructional materials they provide but they don't always know how much is actually being used. They may be familiar with the practices of their star performers, but a broader awareness can help in providing services and materials directly appropriate to actual practices in the classrooms. The NIE Committee has suggested that the teachers' questionnaire developed for this study can serve, with suitable modifications, as an instrument for surveying teachers' practices, qualifications, and needs.

(3) Knowing more about the actual NIE practices of teachers can also permit one to assess the impact of variations in what they do, or the kinds of services they use. The sample sizes and discrepancies in age or grade levels in these studies did not permit an analysis of the impact of variations other than the frequency or duration of the NIE treatment these youngsters had received. It is recommended that future research should study large enough groups to permit controlling for

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1) The teachers' questionnaire covered various aspects of their practices, including the use of other teaching aids. These are presented in the separate volume of detailed tabulations.

variations in NIE practices and activities, and for whether or not the children are in newspaper-subscribing households.

(4) The outcomes of these studies also underscore the need to be better informed about the background characteristics and qualifications of youngsters being studied. In any study comparing NIE users and non-users, whether done in a before-after format or on a one-time basis, and whether it measures academic performance or attitudes, behavior, and awareness as in this study, it is vital to know exactly who are the youngsters being studied. Especially for a one-time comparative study, there must be assurance that the groups compared are similar in other respects, such as age, academic level, exposure to newspapers at home, and basic social characteristics.

Finally, in preparing an NIE research handbook, analysis of how various questions worked at different age levels and in different locales provided suggestions for revisions and recommendations concerning the interpretation of findings.[1] Details of this order have not been presented in this report but will be covered in the research handbook which concludes this project.

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1) For example, the question on where the youngsters usually read a weekday newspaper yielded the finding that those who were in the treatment groups did not increase their newspaper reading at home any more than the non-treatment groups, and indeed the reported home readership of some heavy treatment groups declined considerably more. This cannot be taken as a negative finding since it is a natural outcome of their increased readership in school. Since this behavior, like past week and yesterday newspaper readership, was contingent on continued classroom usage at the time the post questionnaire was administered, it was not included in the count of items on which students changed.

APPENDIX

Table A-1
Sample Bases[1)]

	"Heavy" NIE Treatment	"Light" NIE Treatment	"Control" (No Planned NIE Treatment)	Total
RICHMOND	138	138	137	413
NY/LONG ISLAND	64	67	45	176
MILWAUKEE	136	103	92	331
HOUSTON	243	116	145	504
REGINA	91	162	134	387
SAN FRANCISCO	114	154	111	379
Total	786	740	664	2190

1) Only those students who filled out both questionnaires were included.

Table A-2

Comparability of Test Groups on Key Characteristics

	Heavy NIE	Light NIE	No Planned NIE
RICHMOND			
5th grade	93%[1)]	100%	100%
"A" average last year[2)]	23%	23%	25%
Home delivery (daily nsp.)	67%	70%	64%
NY/LONG ISLAND			
5th grade	100%	100%	100%
"A" average last year	47%	48%	11%
Home delivery (daily nsp.)	70%	76%	56%
MILWAUKEE			
8th grade	100%	100%	100%
"A" average last year	23%	23%	25%
Home delivery (daily nsp.)	69%	83%	80%
HOUSTON			
9th grade	65%	43%	3%
10th grade	26	-	67
11th grade	1	-	8
12th grade	7	57	22
Academic program	8%	8%	26%
General program	57	37	44
Vocational program	15	32	15
Home delivery (daily nsp.)	46%	55%	52%
REGINA			
9th grade	46%	57%	16%
10th grade	54	43	84
Academic program	10%	27%	43%
General program	50	56	51
Vocational program	40	17	3
Home delivery (daily nsp.)	86%	90%	90%
SAN FRANCISCO			
11th grade	2%	18%	95%
12th grade	98	82	5
Academic program	94%	93%	86%
General program	5	4	12
Home delivery (daily nsp.)	58%	49%	53%

1) The teachers' questionnaires indicate that each user group included one 4th grade class. The above data come from the children's questionnaires.

2) Since students do not elect a program until high school, last year's average grade is used for younger students as a rough indicator of achievement level.

List of 74 Items Included in Count of Averages Which Changed Significantly

(1) News Media Habits (6 items)

Frequency of newspaper reading
Frequency of listening to news on radio
Frequency of watching TV news
Amount of time spent reading newspaper
Ever read Sunday newspaper
Frequency read past 4 Sundays

(2) Parts of Newspaper Read (28 items)

Frequency of reading 28 listed parts of paper

(3) Evaluation of Newspapers (10 items)

Agreement with statement that newspapers are:

Fair
Old-fashioned
Helpful
Bulky
Has information can't get elsewhere
Not important to kids my age
Cares about people my age
Meant more for adults
Not worth time spent reading
Has lots of things I want to know about

(4) Attitudes Toward Reading Newspaper (12 items)

Amount of trouble reading newspapers
Feel about using newspapers for school
Expect to read newspaper next year
Expect to read newspaper as adult
Helps me understand things
Discuss what I read with other people
Keeps me up-to-date
Helps with personal problems
Habit, something missing if can't....
Amount of enjoyment in reading
Tells me things I want to know
Helps me understand other people

(5) Amount of Interest in Public Issues (10 items)[2]

Activities of President
Local news--town or county
Neighborhood news
Pollution problems
Young people using drugs
Rising cost of living
Crimes and robberies
Personal employment problems
Foreign news
School activities

(6) Political Knowledge (6 items)

Does President have right to do anything affecting U.S. that he wants to do?

Should newspaper/magazine be allowed to print something that criticizes an important person in government?

Should a person who doesn't believe in God be allowed to make speeches?

Does freedom of the press affect people in their everyday lives.

Who is governor of your state?

What are the last names of U.S. senators/your state?

(7) General Interest in News (2 items)

How often discuss news with parents

How interested in news about gov't/current events

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1) Past week and yesterday newspaper readership not included because this would be contingent on continued classroom usage, since the post questionnaire was administered before school ended.

2) Items (5) and (7) are combined in Table 1, but shown separately on Table A-3.

Table A-3

Number of Positive and Negative Average Changes in 74 Variables[1]

		"Heavy Treatment" (longer or more frequent)	"Light Treatment" (2-week unit or less frequent)	"No Planned Treatment"
RICHMOND[2] (5th grade)	positive	47	14	11
	negative	0	4	3
NEW YORK/LONG ISLAND (5th grade)	positive	11	18	2
	negative	9	7	8
MILWAUKEE (8th grade)	positive	6	12	11
	negative	6	2	2
HOUSTON (9-12th grade)	positive	17	10	16
	negative	5	1	1
REGINA (9th, 10th grade)	positive	7	6	5
	negative	12	10	10
SAN FRANCISCO[2] (11th, 12th grade)	positive	30	15	11
	negative	0	3	2

1) Based on calculations of the percent change of average post score over the average pre score, for each item. Only those changes which were statistically significant, according to a one-tail T-test of paired observations, are included in the above chart. The list of variables (questions) counted for this table is shown in the Appendix. There is also a table in the Appendix showing the counts by general topic. The tables from which these counts were derived appear in a separate volume.

2) The two cities in which the study was successfully executed.

Table A-4

Number of Positive and Negative Changes by Topic Area[1)]

	Richmond			NY/Long Island			Milwaukee		
	Heavy NIE	Light NIE	No Planned NIE	Heavy NIE	Light NIE	No Planned NIE	Heavy NIE	Light NIE	No Planned NIE
News Media Habits (6 items)									
Positive changes	4	2	2	1	2	0	1	1	2
Negative changes	0	0	0	0	0	0	0	0	0
Parts of the Newspaper (28)									
Positive changes	13	5	3	2	3	1	3	5	2
Negative changes	0	2	3	5	2	5	3	1	2
Evaluation of Newspapers (10)									
Positive changes	6	0	1	1	3	1	1	2	1
Negative changes	0	0	0	2	1	0	1	0	0
Attitudes Toward Reading Nsp. (12)									
Positive changes	8	1	0	1	4	3	0	0	3
Negative changes	0	2	0	1	1	2	1	1	0
Interest in Public Issues (10)									
Positive changes	10	4	4	4	1	0	1	3	2
Negative changes	0	0	0	0	2	1	1	0	0
Political Knowledge (6)									
Positive changes	4	2	1	2	4	0	0	0	1
Negative changes	0	0	0	0	1	0	0	0	0
General Interest in News (2)									
Positive changes	2	0	0	0	1	0	0	1	0
Negative changes	0	0	0	0	0	0	0	0	0

1) As in Table 1, changes in item averages are counted here only if statistically significant. See list which follows for items included in each topic area.

Table A-4 cont'd.
Number of Positive and Negative Changes by Topic Area

	Houston			Regina			San Francisco		
	Heavy NIE	Light NIE	No Planned NIE	Heavy NIE	Light NIE	No Planned NIE	Heavy NIE	Light NIE	No Planned NIE
News Media Habits (6 items)									
Positive changes	1	2	2	2	2	2	3	1	1
Negative changes	0	0	0	1	0	1	0	0	0
Parts of the Newspaper (28)									
Positive changes	5	4	2	4	2	0	7	4	2
Negative changes	2	1	1	3	3	5	0	1	1
Evaluation of Newspapers (10)									
Positive changes	1	0	0	0	0	1	1	2	1
Negative changes	0	0	0	3	2	1	0	1	0
Attitudes Toward Reading Nsp.(12)									
Positive changes	7	1	10	0	1	0	9	3	3
Negative changes	1	0	0	2	2	2	0	0	0
Interest in Public Issues (10)									
Positive changes	1	1	1	0	0	1	5	2	2
Negative changes	2	0	0	2	2	0	0	1	1
Political Knowledge (6)									
Positive changes	2	2	1	0	0	0	3	2	0
Negative changes	0	0	0	1	1	0	0	0	0
General Interest in News (2)									
Positive changes	0	0	0	1	1	2	2	1	2
Negative changes	0	0	0	0	0	0	0	0	0

Table A-5

Pre and Post Positive Responses to Key Questions

	"Heavy NIE"			"Light NIE"			"No NIE"			"Heavy NIE"			"Light NIE"			"No NIE"		
	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff
	(1) % Expect to read newspaper most days next year									(2) % Expect to read newspaper most days as adult								
RICHMOND	36	44	+8	36	34	-2	44	31	-13	56	69	+13	70	68	-2	62	55	-7
NY/LONG ISLAND	45	56	+11	48	64	+16	47	47	0	83	86	+3	76	84	+8	78	64	-14
MILWAUKEE	45	41	-4	57	58	+1	37	46	+9	68	66	-2	73	76	+3	68	66	-2
HOUSTON	28	35	+7	27	32	+5	33	43	+10	50	51	+1	46	47	+1	46	52	+6
REGINA	52	49	-3	45	48	+3	52	51	-1	63	65	+2	61	65	+4	71	68	-3
SAN FRANCISCO	46	55	+9	45	50	+5	43	49	+6	69	72	+3	62	69	+7	63	68	+5
	(3) % No trouble reading newspaper									(4) % Like using newspaper for school work								
RICHMOND	17	37	+20	30	34	+4	30	30	0	62	71	+9	59	77	+18	50	30	-20
NY/LONG ISLAND	27	42	+15	28	40	+12	36	44	+8	52	64	+12	58	75	+17	58	60	+2
MILWAUKEE	65	68	+3	55	64	+9	53	71	+18	41	37	-4	56	49	-7	37	31	-6
HOUSTON	45	54	+9	49	58	+9	62	68	+6	44	68	+24	55	67	+12	56	69	+13
REGINA	61	66	+5	60	54	-6	55	57	+2	40	41	+1	36	34	-2	32	30	-2
SAN FRANCISCO	69	78	+9	67	72	+5	66	71	+5	50	70	+20	49	64	+15	34	39	+5
	(5) % Feel that newspaper "tells me things I want to know"									(6) % Enjoy reading newspapers								
RICHMOND	38	34	-4	41	41	0	37	31	-6	67	72	+5	74	75	+1	57	55	-2
NY/LONG ISLAND	20	20	0	33	36	+3	33	29	-4	78	86	+8	86	89	+3	71	71	0
MILWAUKEE	17	18	+1	25	27	+2	13	15	+2	65	68	+3	81	83	+2	71	74	+3
HOUSTON	22	25	+3	16	27	+11	22	21	-1	67	79	+12	72	77	+5	70	80	+10
REGINA	14	39	+25	12	31	+19	10	31	+21	74	75	+1	73	74	+1	78	80	+2
SAN FRANCISCO	11	20	+9	14	14	0	11	14	+3	79	85	+6	81	88	+4	77	81	+4

(Table 2 cont'd. . . .)

Table A-5, cont'd.

Pre and Post Positive Responses to Key Questions

	"Heavy NIE"			"Light NIE"			"No NIE"			"Heavy NIE"			"Light NIE"			" No NIE"		
	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff
	(7) % Think that freedom of the press affects people in every day lives									(8) % Think that newspaper or magazines should be allowed to print criticism of government VIPs								
RICHMOND	45	53	+8	43	39	-4	43	36	-7	26	45	+19	27	30	+3	34	26	-8
NY/LONG ISLAND	51	52	+1	37	42	+5	33	27	-6	37	25	-12	36	22	-14	29	29	0
MILWAUKEE	76	74	-2	61	62	+1	59	75	+16	61	66	+5	55	61	+6	49	50	+1
HOUSTON	65	67	+2	64	72	+8	65	70	+5	52	50	-2	57	55	-2	57	63	+6
REGINA	67	67	0	64	64	0	66	70	+4	69	70	+1	64	62	-2	65	61	-4
SAN FRANCISCO	80	90	+10	89	92	+3	76	83	+7	76	84	+8	71	83	+12	76	78	+2
	(9) % Interested in what's going on in other countries									(10) % Believe President does not have right to do anything*								
RICHMOND	28	35	+7	31	33	+2	38	29	-9	53	67	+14	58	55	-3	50	53	+3
NY/LONG ISLAND	20	36	+16	31	21	-10	47	31	-16	75	80	+15	52	72	+20	73	82	+9
MILWAUKEE	24	13	-11	19	21	+2	11	12	+1	68	73	+5	56	66	+10	62	63	+1
HOUSTON	27	23	-4	17	21	+4	26	21	-5	65	68	+3	69	67	-2	68	65	-3
REGINA	18	19	+1	15	10	-5	12	17	+5	79	81	+2	69	62	-7	71	73	+2
SAN FRANCISCO	28	44	+16	25	30	+5	23	32	+9	72	69	-3	66	68	+2	73	72	-1
	(11) % Who can name Governor of their state*									(12) % Who can name own Senators**								
RICHMOND	51	70	+19	46	72	+26	56	61	+5	17	12	-5	1	30	+29	0	10	+10
NY/LONG ISLAND	27	52	+25	28	60	+32	11	18	+7	17	17	0	1	1	0	4	2	-2
MILWAUKEE	87	96	+9	82	89	+7	80	90	+10	15	28	+13	19	17	-2	1	9	+8
HOUSTON	40	72	+32	42	51	+9	56	64	+8	4	27	+23	5	24	+19	8	14	+6
REGINA	91	86	-5	91	87	-4	84	87	+3	6	3	-3	11	6	-5	4	8	+4
SAN FRANCISCO	94	98	+4	94	94	0	90	87	-3	39	66	+27	43	66	+23	27	36	+9

*Premier of their province, in Canada

*Prime Minister, in Canada
**MPs. in Canada

Table A-6

Percent of Students Who Changed Attitudes on Key Items

	Richmond			New York/Long Island			Milwaukee			Houston			Regina			San Francisco		
	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE
N =	(138)	(138)	(137)	(64)	(67)	(45)	(136)	(103)	(92)	(243)	(116)	(145)	(162)	(91)	(134)	(114)	(154)	(111)
How often they expect to read the newspaper next year (if not assigned)																		
Improved	45%	37%	37%	25%	28%	31%	32%	18%	34%	38%	36%	46%	21%	20%	22%	23%	20%	18%
Stable	33	31	34	55	60	29	36	68	52	44	46	43	58	66	62	66	64	63
Deteriorated	22	32	29	20	12	40	32	14	14	18	18	11	21	14	16	11	17	19
How often they expect to read the newspaper as an adult																		
Improved	35%	25%	34%	16%	16%	13%	24%	17%	16%	32%	28%	38%	20%	17%	14%	13%	18%	20%
Stable	52	58	42	71	75	56	58	71	68	48	57	47	62	69	73	82	75	67
Deteriorated	13	17	24	13	9	31	18	12	16	20	15	15	18	14	13	5	7	14
Amount of trouble reading the newspaper																		
Improved	36%	26%	17%	23%	21%	24%	21%	17%	20%	25%	19%	17%	15%	10%	15%	13%	13%	11%
Stable	50	51	42	69	70	63	61	69	70	55	65	71	73	71	72	81	80	83
Deteriorated	14	23	41	8	9	13	18	14	10	20	16	12	12	19	13	6	7	6
How much they like using the newspaper for school work																		
Improved	43%	38%	19%	30%	47%	42%	25%	23%	25%	44%	34%	35%	28%	26%	22%	40%	29%	33%
Stable	33	39	32	48	34	31	34	47	39	39	14	47	46	41	58	46	56	54
Deteriorated	24	23	49	22	19	27	41	30	36	17	22	18	26	33	20	14	15	13

Note: While these tables show the proportions of students whose response remained stable or moved in positive or negative directions, they do not take into account the degree of change which occurred.

(Table 3 cont'd . . .)

Table A-6, cont'd

Percent of Students Who Changed Attitudes on Key Items

	Richmond			New York/Long Island			Milwaukee			Houston			Regina			San Francisco		
	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE
N =	(138)	(138)	(137)	(64)	(67)	(45)	(136)	(103)	(52)	(243)	(116)	(145)	(162)	(91)	(134)	(114)	(154)	(111)
How much do newspapers tell them things they want to know																		
Improved	37%	30%	25%	23%	28%	24%	31%	18%	23%	29%	35%	27%	10%	14%	15%	22%	19%	21%
Stable	30	47	30	54	59	40	39	54	53	48	42	42	61	63	63	68	66	61
Deteriorated	33	23	45	23	13	36	30	24	24	23	23	31	29	23	22	10	15	18
How much do they enjoy reading the newspaper																		
Improved	35%	29%	26%	19%	18%	24%	28%	26%	23%	31%	24%	28%	18%	19%	18%	18%	19%	23%
Stable	40	40	37	64	70	58	43	54	62	50	59	56	68	66	72	71	70	64
Deteriorated	25	31	37	17	12	18	29	20	15	19	17	16	14	15	10	11	11	13
Think that freedom of the press affects people in their every day lives																		
Improved	41%	30%	32%	28%	34%	16%	15%	20%	24%	5%	3%	6%	16%	20%	23%	14%	7%	15%
Stable	34	44	42	44	49	60	71	68	67	5	4	5	67	63	62	84	89	75
Deteriorated	25	26	26	28	16	24	14	12	9	90	93	89	17	17	15	2	4	10
Think that a newspaper or magazine should be allowed to print criticism of an important person in govt.																		
Improved	38%	33%	35%	17%	12%	22%	26%	26%	24%	25%	19%	23%	15%	20%	17%	19%	17%	16%
Stable	45	41	34	53	61	58	55	61	53	51	61	63	73	62	64	74	77	70
Deteriorated	17	26	31	30	27	20	19	13	23	24	20	14	12	19	19	7	6	14
Number of specified news topics they are interested in																		
Improved	52%	45%	45%	48%	41%	27%	36%	42%	30%	35%	44%	33%	27%	38%	36%	40%	38%	35%
Stable	12	13	17	18	10	20	20	18	28	14	22	19	29	23	25	26	22	21
Deteriorated	36	42	48	34	49	53	44	40	42	51	34	48	44	39	39	34	40	44

Table A-7

Political Knowledge (Questions Asked Only on Post-Questionnaire)[1]

	Richmond			New York/Long Island			Milwaukee			Houston			Regina			San Francisco		
	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE	Heavy NIE	Light NIE	Non-NIE
N =	(138)	(138)	(137)	(64)	(67)	(45)	(136)	(103)	(92)	(243)	(116)	(145)	(162)	(91)	(134)	(114)	(154)	(111)
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Know that Senate is other part of Congress (Parliament)	54	49	31	69	57	47	86	59	75	63	72	67	19	16	14	96	96	96
Know that a Senator (M.P.) is elected to office	49	40	29	58	69	49	71	60	64	51	59	57	64	53	58	90	92	84
Know the major goal of SALT	35	20	9	41	12	7	49	41	25	35	41	41	33	30	46	83	75	68
Know that countries belong to the United Nations to work for peace	65	63	45	69	67	53	82	69	83	63	73	73	80	62	78	95	92	90
Know that State Dept. (Dept. of External Affairs) is most concerned with foreign affairs	27	33	19	17	33	36	18	20	11	32	41	34	73	57	72	69	60	61
Know that hunger is an important world problem	61	54	48	91	84	71	84	74	79	58	65	63	79	73	86	91	93	91
Know that Canada is not part of Third World	7	4	12	33	9	7	27	15	3	15	12	11	33	30	46	56	44	44

1) Each question was a multiple choice question. This table shows the percentages who answered correctly.

Technical Appendix

Attempts to Correct for Violations of Experimental Design

An attempt to salvage the findings in the four cities in which the test and control groups were not comparable was complicated by the fact that a different set of problems was encountered in each of the four cities. It was not feasible to control for variations in such characteristics as age (grade level), previous academic performance, academic track, etc., because the resulting sub-groups would have been too small for meaningful comparisons. But an effort was made to control for the intensity of their actual NIE exposure during the test year, regardless of how they had been classified originally.

In exploring the possibility of conducting this re-analysis, it was found that this could only be done with any confidence in Houston. It was not possible to do it for the Milwaukee study where teachers' usages overlapped, making precise definitions of the students' exposure too complicated. It could not be done with the New York data because the sample bases were so small initially that any further division of the groups would have reduced the sizes of the sub-groups below a reasonable level for meaningful statistical comparison. And it could not be done with the Regina data because the groups were disparate on too many other variables.

One-way analyses of variance on the NIE exposure variable showed that in Houston -- as elsewhere -- the variance within the initial groups was greater than the variance between groups. The group desig-

nations were then redefined on the basis of a combination of how long a period they had used newspapers and how frequently they had used newspapers per week during that period. Three clearly separable groups were selected for analysis: those who had used newspapers four times a week for 16 weeks (high exposure), those who had used newspapers twice a week for 7-8 weeks (moderate exposure), and those who had used newspapers once a week for 4 weeks (low exposure). Those who fell between the categories -- infrequent use over a long period, or frequent use for a short period, including the two-week users -- were eliminated since these kinds of newspaper use were presumably qualitatively different.

The same procedure was followed with the San Francisco data in order to provide a standard of comparison with a city in which the experimental design had been fulfilled. The three clearly separable groups available in the San Francisco data were comprised of those who had used newspapers five times a week all term (high exposure), those who had used newspapers once a week all term (moderate exposure), and those who had not used newspapers in class (no exposure).

The t-tests for the 74 variables in Table A-1 were then repeated for the newly defined groups in San Francisco and Houston. In reading the results shown in the table below, it should be remembered that the number of significant changes is small because the sample sizes were reduced by the rigorous definition of frequency of newspaper exposure.

As expected, changes in the San Francisco averages again demonstrated the effectiveness of NIE, this time for infrequent or moderate users as

well as frequent users. The Houston data also show more positive changes among the heavy and moderate user groups than among the low user group. This exercise demonstrates that when we introduce one of the appropriate experimental controls into the Houston data we begin to see a pattern of findings that resembles those in the successful Richmond and San Francisco studies.

		Number of Statistically Significant Changes Among 74 Variables		
		High NIE Exposure	Moderate Exposure	Low or No Exposure
San Francisco	N=	(44)	(87)	(50)
Positive changes		9	10	4
Negative changes		1	1	2
Houston	N=	(42)	(36)	(69)
Positive changes		6	8	4
Negative changes		1	3	1

METHODOLOGICAL NOTE

The following tables are provided for the reader who is interested in obtaining a quick estimate either of the stability of a given percentage or of the significance of the difference between two percentages.

Confidence Intervals for a Given Percentage
(at the 95% confidence level)

N (Base for %)	Reported Percentage: 10 or 90%	20 or 80%	30 or 70%	40 or 60%	50%
500	2.6	3.5	4.0	4.3	4.4
250	3.7	5.0	5.7	6.1	6.2
200	4.2	5.5	6.3	6.8	6.9
150	4.8	6.4	7.3	7.8	8.0
100	5.9	7.8	9.0	9.6	9.8
50	8.3	11.1	12.7	11.6	13.9
25	11.8	15.7	18.0	19.2	19.6

Example: If a report shows that 20% of all respondents (when N = 500) answer in a particular way, the chances are about 95 out of 100 that the true value is 20% + or - 3.5%, that is, that the range 23.5% - 16.5% contains the true value.

Significance of Differences Between Percentages
(95% confidence level)

Average of the Bases of Percentages Being Compared	Average of Reported Percentages: 10 or 90%	20 or 80%	30 or 70%	40 or 60%	50%
500	3.7	4.9	5.7	6.1	6.2
250	5.2	7.1	8.1	8.6	8.8
200	5.9	7.8	8.9	9.6	9.8
150	6.8	9.1	10.3	11.0	11.3
100	8.3	11.0	12.7	13.6	13.9
50	11.7	15.7	18.0	19.2	19.7
25	16.7	22.2	25.5	27.2	27.7

Example: A report shows that 33% of all respondents from 30 to 39 years of age use a certain product and that only 27% of all respondents in the 40-to-49 age group use that product. Could this difference be due to chance?

In this example assume an average base of 500 for the represented percentages. The average of the percentages (33 + 27) equals 30% and the difference between the percentages is 6%.

Since 6% is greater than 5.7 (the figure in the table for this base and percentage) the chances are about 95 out of 100 that the product is used more by the 30-39 age group.

The table values are based on an assumption of simple random sampling. The figures may be too large if a stratified sampling technique was used and probably are too small if a cluster sampling technique was utilized. (For formulas used, see McNemar, Psychological Statistics, pages 54, 60.) The second table should be used with extreme caution if the bases being averaged are very different.

Newspaper Survey—1980-81

Phase I

Newspaper Readership Project • 485 Lexington Ave. • New York, N.Y. 10017 • (212) 557-8242

Newspaper Survey—1980-81

Phase I

This is a study in schools across the country of how students use newspapers. All your answers will be kept confidential. They will be seen only by research people outside the school who will prepare group reports.

Please answer each question carefully. If you don't find an answer that fits exactly, use the one that comes closest. If you are not sure of how to reply, just leave it blank.

Most of the questions can be answered by **circling the number** that fits your answer. *For example*

How often do you listen to the radio?

every day	(1)
most days	2
2-3 days a week	3
once a week	4
less than once a week	5

(The person who answered this question listens to the radio every day.)

A Computer Matching Number
You will be instructed on answering this.
☐☐☐☐☐☐☐ 1-7

B City **circle one**

Colorado Springs	1	
Houston	2	
Kansas City	3	
Memphis	4	
Milwaukee	5	
New York Long Island	6	
Regina	7	
Richmond	8	
San Francisco	9	8

C Study Group **circle one**
You will be instructed on answering this.

Group One	1	
Group Two	2	
Group Three	3	9

D Class Subject **circle one**

English	1	
Reading Language Arts	2	
Social Studies	3	
Science	4	
Math	5	
_____	6	
_____	7	
_____	8	
More than one subject	9	10

E Grade Level **circle one**

Fifth	05	
Sixth	06	
Seventh	07	
Eighth	08	
Ninth	09	
Tenth	10	
Eleventh	11	11
Twelfth	12	12

F Teacher Code
You will be instructed on answering this.
☐☐ 13 14

G What day is today? **circle one**

Tuesday	1	
Wednesday	2	
Thursday	3	
Friday	4	15

Newspaper Survey 1980-81

1. How often do you do each of the following things? **(Circle one number on each line.)**

	Every day	Most days	2-3 days a week	Once a week	Less often	Never	
a. Read or look into comic books	1	2	3	4	5	6	16
b. Read or look at anything in a magazine	1	2	3	4	5	6	17
c. Read or look into books, not counting what you must read for school assignments	1	2	3	4	5	6	18
d. Read or look into something in a newspaper, not counting what you must do for school assignments	1	2	3	4	5	6	19
e. Listen to the news on the radio	1	2	3	4	5	6	20
f. Watch TV	1	2	3	4	5	6	21
g. Watch the news on TV	1	2	3	4	5	6	22

A daily newspaper is one that is printed at least every school day, Monday through Friday. Some papers also come out on Saturday and Sunday.

When you answer questions 2-5 only think about Monday to Friday copies of the newspaper. Do not include the Saturday or Sunday issues.

2. Did you happen to read or look into a daily newspaper in the past week—that is, starting a week ago today?

Yes 1
No . . . . . 2 — 23

3. When was the last weekday before today that you happened to read or look into a daily newspaper? (Not counting what you may have had to do for school.)

Yesterday 1
The day before yesterday 2
Before that . . . . . 3 — 24

4. What is the name of the daily newspaper you read that day? (If you read more than one daily newspaper that day, write the names on separate lines.)

_____ 25
_____

5. The last time you read or looked into a daily newspaper, how much time did you spend looking at it?

Less than 5 minutes 1
6-15 minutes 2
16-30 minutes 3
More than half an hour . . . . . 4 — 26

6. Where do you usually read a weekday newspaper?

	Yes	No	
At home	1	2	27
At school	1	2	28
Somewhere else	1	2	29
(where?) _____			

7. Do you ever read or look at anything in a Sunday newspaper?

Yes 1
No . . . . . 2 — 30

8. About how often in the past four weeks did you read or look at anything in a Sunday newspaper?

All 4 Sundays 1
3 Sundays 2
2 Sundays 3
1 Sunday 4
None . . . . . 5 — 31

Newspaper Survey 1980-81

9. When you are looking at a newspaper, how often do you usually read or look at each of the following? (Not counting what you have to do for school.) **Circle one answer for each item.**	**Most of the time**	**Sometimes**	**Hardly ever**	**Never**	**Not in my newspaper**	
Comics or jokes	1	2	3	4	0	32
Sports	1	2	3	4	0	33
Puzzles or games	1	2	3	4	0	34
Personal advice like Ann Landers or Dear Abby	1	2	3	4	0	35
Classified ads (for jobs, autos, etc.)	1	2	3	4	0	36
The other ads	1	2	3	4	0	37
TV and radio listings	1	2	3	4	0	38
Editorials or the editor's page	1	2	3	4	0	39
Horoscopes, birth signs	1	2	3	4	0	40
Hobbies (like stamps, sewing, photography, etc.)	1	2	3	4	0	41
Stories about TV celebrities and movie stars	1	2	3	4	0	42
What movies are showing	1	2	3	4	0	43
News or ads about music or records	1	2	3	4	0	44
News about your own town or city	1	2	3	4	0	45
News about other parts of the U.S.	1	2	3	4	0	46
News about foreign countries	1	2	3	4	0	47
Front page	1	2	3	4	0	48
Social news (about parties, weddings, etc.)	1	2	3	4	0	49
Book reviews and ads	1	2	3	4	0	50
News about business or companies, or stock market	1	2	3	4	0	51
News or ads about clothes and styles	1	2	3	4	0	52
Teenage columns and news	1	2	3	4	0	53
Food news and recipes	1	2	3	4	0	54
Obituaries (about people who died)	1	2	3	4	0	55
Summary or index of the day's news	1	2	3	4	0	56
Quizzes	1	2	3	4	0	57
Political cartoons	1	2	3	4	0	58
Youth or children's page (such as Minipage)	1	2	3	4	0	59
	1	2	3	4	0	60
	1	2	3	4	0	61
	1	2	3	4	0	62
	1	2	3	4	0	63

Newspaper Survey 1980-81

10. Below are things some people have said about newspapers. We would like to know how much you agree or disagree with each. There are no right or wrong answers.

After each description circle the answer that comes closest to how you feel.

	Strongly agree	Agree somewhat	Don't know	Disagree somewhat	Strongly disagree	
Fair, tells both sides of a story	1	2	3	4	5	64
Old-fashioned, out of touch with the modern world	1	2	3	4	5	65
Helpful, has lots of things I can use	1	2	3	4	5	66
Bulky, has too many things I am not interested in reading about	1	2	3	4	5	67
Has information I can't get anywhere else	1	2	3	4	5	68
Not important to kids my age	1	2	3	4	5	69
Cares about people in my age group	1	2	3	4	5	70
Is meant more for adults than for young people	1	2	3	4	5	71
Not worth the time spent in reading it	1	2	3	4	5	72
Has lots of things I want to know about	1	2	3	4	5	73

11. How much trouble do you have reading news and articles in the newspaper?

A lot 1
A little 2
None . . . . . 3 — 74

12. Have you ever had a teacher ask you to use a newspaper as part of your classroom work or for an assignment?

Yes 1
No . . . . . 2 — 75

If your answer to question 12 is "yes" please answer questions 13a & b and 14a & b.
If your answer is "no," skip to question 15.

13a. In what grades have you used a newspaper for classwork or an assignment?

	Used the newspaper	Did not use the newspaper	
Grades 1-3	1	2	76
Grades 4-6	1	2	77
Grades 7-9	1	2	78
Grades 10-12	1	2	79
			80-1

13b. Did you use the newspaper for classwork or an assignment last year?

Yes 1
No . . . . . 2 — 8

14a. When newspapers are used in classrooms they are used in different ways. You may have used it in different ways for different classes. Have you ever used a newspaper in school in the following ways?

	Yes	No	
Almost every day all through a term	1	2	9
Once or twice a week all through a term	1	2	10
On and off all through a term	1	2	11
Every day for just a few weeks	1	2	12
Used the newspaper for one special assignment	1	2	13
Spent a few days talking about what newspapers are like	1	2	14

Newspaper Survey 1980-81

14b What subjects have you used a newspaper for?

	Yes	No	
Reading/Language Arts	1	2	15
English	1	2	16
Social Studies	1	2	17
Geography	1	2	18
Current Events	1	2	19
Math	1	2	20
Science	1	2	21
Career Education	1	2	22
Journalism	1	2	23
Consumerism	1	2	24
Other (what subject?) _____	1	2	25

The next question uses a scale which goes from "dislike it a lot" to "like it a lot." **Please circle the number** that comes closest to how you feel. If you don't lean in either direction, **circle** number "3."

15 How do you feel about using the newspaper for school work? (Please answer regardless of whether you have used the newspaper in school.)

Dislike it a lot 1
Dislike it 2
Don't know 3
Like it 4
Like it a lot 5 **26**

16 How interested are you in news about government and current events?

No interest at all 1
Very little interest 2
Some interest 3
A lot of interest 4
A very great interest 5 **27**

17 How often do you and your parents talk about news stories in the newspaper?

Almost never 1
Once or twice a month 2
Once or twice a week 3
Almost every day 4 **28**

18 These are questions about things that people have different opinions about. Please **circle** the answer which shows what you think.

Does the President have the right to do anything affecting the United States that he wants to do?

Yes 1
No 2
Don't know 3 **29**

Should a newspaper or magazine be allowed to print something that criticizes an important person in government?

Yes 1
No 2
Don't know 3 **30**

Should a person who doesn't believe in God be allowed to make speeches about it?

Yes 1
No 2
Don't know 3 **31**

Does freedom of the press affect people in their everyday lives?

Yes 1
No 2
Don't know 3 **32**

Newspaper Survey 1980-81

19a. Who is the Governor of your state? _____ 33
(Don't worry about exact spelling.)

19b. In the blanks below write the last names of the persons who are now U.S. Senators from your state. (Don't worry about exact spelling.)

_____

_____ 34

20. Here are some things in the news that people sometimes talk about. How interested are you personally in each of these topics? **Circle one answer for each topic.**

	Very interested	Somewhat interested	Not at all interested	
What President Carter is doing	1	2	3	35
What your town or county government is doing	1	2	3	36
Things that happen in your neighborhood	1	2	3	37
Pollution problems	1	2	3	38
Young people using drugs	1	2	3	39
The rising cost of living	1	2	3	40
Crimes and robberies	1	2	3	41
The problem of losing or not being able to find a job	1	2	3	42
What's going on in other countries	1	2	3	43
What's happening in the schools	1	2	3	44

In the next two questions please **put a circle** around the number that comes closest to how you feel. If you don't lean in either direction, **circle** number "3."

21. How much do you enjoy reading the newspaper?
Dislike it a lot . . . 1
Dislike it . . . 2
Don't know . . . 3
Enjoy it . . . 4
Enjoy it a lot . . . 5 — 45

22. How much do newspapers tell you things you want to know about?
Not at all . . . 1
Just a little . . . 2
Don't know . . . 3
A fair amount . . . 4
A great deal . . . 5 — 46

23. Do you personally ever buy a daily newspaper with your own money, outside of school?
Yes . . . 1
No . . . 2 — 47

24a. Is a daily newspaper (Monday through Friday) delivered to your home?
Yes . . . 1
No . . . 2

24b. If "Yes," what paper or papers _____ 48

_____ 49

Newspaper Survey 1980-81

25a. How many days a week is a daily newspaper brought home by anyone in the household?

None 0
One day a week 1
Two days a week 2
Three days a week 3
Four days a week 4
Five days a week 5 **50**

25b. What paper or papers are brought home, if any? _____ **51**

26a. Is the Sunday newspaper delivered to your home?

Yes 1
No 2 **52**

26b. If "Yes," what paper or papers? _____ **53**

27a. How often is a Sunday newspaper brought home by someone in the household?

Never 0
Once a month 1
Twice a month 2
Three times a month 3
All four Sundays 4 **54**

27b. What Sunday paper or papers are brought home, if any? _____ **55**

28. Below are some reasons that people have given for reading a newspaper. There are no right or wrong answers to these statements. For each statement, how much do you agree or disagree that it applies to you when you read a newspaper? After each statement **circle** *one* answer.

	Strongly agree	Agree somewhat	I don't know	Somewhat disagree	Strongly disagree	
Reading the newspaper helps me understand the things going on around me.	1	2	3	4	5	**56**
I often discuss or show things I read in the newspaper to other people.	1	2	3	4	5	**57**
I feel up to date on the latest events because I read the newspaper	1	2	3	4	5	**58**
Reading the newspaper helps me understand other people	1	2	3	4	5	**59**
Reading the newspaper often helps me with my personal problems.	1	2	3	4	5	**60**
Newspaper reading is a habit with me. I feel something is missing if I can't read the paper when I usually do	1	2	3	4	5	**61**

29a. How often do you think you'll be reading the newspaper next year if it is not assigned for class or homework?

Most days 1
Fairly often 2
Once in a while 3
Hardly ever 4 **62**

29b. How about when you are an adult?

Most days 1
Fairly often 2
Once in a while 3
Hardly ever 4 **63**

These next questions ask for some background information about yourself.

30. How old are you?

	circle one	
11 years old or younger	1	
12 years old	2	
13 years old	4	
14 years old	4	
15 years old	5	
16 years old	6	
17 years old	7	
18 years old	8	
19 years old or over	9	64

31. Are you a boy or girl?

Boy	1	
Girl	2	65

32. Which of the following best describes your average grade in school last year?

A	1	
B	2	
C	3	
D	4	
Below D	5	66

If you are in high school, please answer question 33.
If you are not in high school, skip to question 34.

33. Which of the following best describes your present high school program?

Academic, or college prep	1	
General	2	
Vocational, technical or commercial	3	
Other (please describe)	4	
		67

34. How likely are you to go to college or university right after you finish high school?

Definitely will go to college or university	1	
Probably will go	2	
Probably won't go	3	
Definitely won't go	4	68

The next question uses a scale which goes from "dislike very much" to "like very much." Please **circle the number** that comes closest to how you feel. If you don't lean in either direction, **circle** number "3."

35. Some people like school very much. Others do not. How do you feel about going to school?

Dislike school very much	1	
Dislike it	2	
Don't know	3	
Like it	4	
Like school very much	5	69

36. If you could be remembered in school for one of these four things, which one would you want it to be?

A really good student who got high grades or marks . . 1
A star athlete 2
A leader in student activities . 3
Being most popular 4 **70**

37. Have you ever had a job delivering newspapers?

I deliver newspapers now . . . 1
Not now, but I have in the past. 2
Never have. 3 **71**

38. How long has your family lived in this city?

Less than 2 years 1
2-4 years 2
5-9 years 3
10-19 years 4
20 or more years 5 **72**

39. How far did your parents or guardians go in school? (Please answer for each parent separately.)

	Mother	Father	
8th grade or less	1	1	
Some high school	2	2	
Finished high school	3	3	
Some college or school after high school	4	4	
Finished college	5	5	
Don't know	6	6	**73**
			74

40. How do you describe yourself?

American Indian or Alaskan native 1
Asian-American or Pacific Islander (Chinese, Japanese, Hawaiian, etc.) 2
Spanish-American (Mexican, Puerto Rican, Cuban or other Latin American) 3
Black or Afro-American or Negro (other than Spanish-American) 4
White (other than Spanish American) 5
Other (write in)_____ 6 **75**

41. And finally, how did you like answering this questionnaire?

It was fun 1
It was o.k. 2
I did not like it 3 **76**

80-2

Thank you very much for helping us with this survey.

Newspaper Survey—1980-81

Phase II

Newspaper Readership Project • 485 Lexington Ave. • New York, N.Y. 10017 • (212) 557-8242

Newspaper Survey—1980-81
Phase II

This is a study in schools across the country of how students use newspapers. All your answers will be kept confidential. They will be seen only by research people outside the school who will prepare group reports.

Many of these questions were asked in the questionnaire you filled out at the beginning of the year. We are asking these questions again because your opinions may or may not have changed. Please answer all questions according to what you think now.

Please answer each question carefully. If you don't find an answer that fits exactly, use the one that comes closest. If you are not sure of how to reply, just leave it blank.

Most of the questions can be answered by **circling the number** that fits your answer. *For example:*

How often do you listen to the radio?

every day ..... (1)
most days 2
2-3 days a week 3
once a week 4
less than once a week 5

(The person who answered this question listens to the radio every day.)

A. Computer Matching Number
You will be instructed on answering this.
☐☐☐☐☐☐☐ 1-7

B. City — **circle one**
Colorado Springs 1
Houston 2
Kansas City 3
Memphis 4
Milwaukee 5
New York/Long Island 6
Regina 7
Richmond 8
San Francisco ..... 9 — 8

C. Study Group — **circle one**
You will be instructed on answering this.
Group One 1
Group Two 2
Group Three ..... 3 — 9

D. Class Subject — **circle one**
English 1
Reading/Language Arts 2
Social Studies 3
Science 4
Math 5
_____ 6
_____ 7
_____ 8
More than one subject ..... 9 — 10

E. Grade Level — **circle one**
Fifth 05
Sixth 06
Seventh 07
Eighth 08
Ninth 09
Tenth 10
Eleventh ..... 11 — 11
Twelfth ..... 12 — 12

F. Teacher Code
You will be instructed on answering this.
☐☐ 13
14

G. What day is today? — **circle one**
Tuesday 1
Wednesday 2
Thursday 3
Friday ..... 4 — 15

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Newspaper Survey 1980-81

1. How often do you do each of the following things? **(Circle one number on each line.)**

	Every day	Most days	2-3 days a week	Once a week	Less often	Never	
a. Read or look into comic books	1	2	3	4	5	6	16
b. Read or look at anything in a magazine	1	2	3	4	5	6	17
c. Read or look into books, not counting what you must read for school assignments	1	2	3	4	5	6	18
d. Read or look into something in a newspaper, not counting what you must do for school assignments	1	2	3	4	5	6	19
e. Listen to the news on the radio	1	2	3	4	5	6	20
f. Watch TV	1	2	3	4	5	6	21
g. Watch the news on TV	1	2	3	4	5	6	22

A daily newspaper is one that is printed at least every school day, Monday through Friday. Some papers also come out on Saturday and Sunday.

When you answer questions 2-6 only think about Monday to Friday copies of the newspaper. Do not include the Saturday or Sunday issues.

2. Did you happen to read or look into a daily newspaper in the past week – that is, starting a week ago today?

Yes 1
No ..... 2 — 23

3. When was the last weekday before today that you happened to read or look into a daily newspaper? (Not counting what you may have had to do for school.)

Yesterday 1
The day before yesterday 2
Before that ..... 3 — 24

4. What is the name of the daily newspaper you read that day? (If you read more than one daily newspaper that day, write the names on separate lines.)

_____
_____ — 25

5. The last time you read or looked into a daily newspaper, how much time did you spend looking at it?

Less than 5 minutes 1
6-15 minutes 2
16-30 minutes 3
More than half an hour ..... 4 — 26

6. Where do you usually read a weekday newspaper?

	Yes	No	
At home	1	2	27
At school	1	2	28
Somewhere else	1	2	29

(where?) _____

7. Do you ever read or look at anything in a Sunday newspaper?

Yes 1
No ..... 2 — 30

8. About how often in the past four weeks did you read or look at anything in a Sunday newspaper?

All 4 Sundays 1
3 Sundays 2
2 Sundays 3
1 Sunday 4
None ..... 5 — 31

Newspaper Survey 1980-81

9. When you are looking at a newspaper, how often do you usually read or look at each of the following? (Not counting what you have to do for school.) **Circle one answer for each item.**	Most of the time	Sometimes	Hardly ever	Never	Not in my newspaper	
Comics or jokes	1	2	3	4	0	32
Sports	1	2	3	4	0	33
Puzzles or games	1	2	3	4	0	34
Personal advice like Ann Landers or Dear Abby	1	2	3	4	0	35
Classified ads (for jobs, autos, etc.)	1	2	3	4	0	36
The other ads	1	2	3	4	0	37
TV and radio listings	1	2	3	4	0	38
Editorials or the editor's page	1	2	3	4	0	39
Horoscopes, birth signs	1	2	3	4	0	40
Hobbies (like stamps, sewing, photography, etc.)	1	2	3	4	0	41
Stories about TV celebrities and movie stars	1	2	3	4	0	42
What movies are showing	1	2	3	4	0	43
News or ads about music or records	1	2	3	4	0	44
News about your own town or city	1	2	3	4	0	45
News about other parts of the U.S.	1	2	3	4	0	46
News about foreign countries	1	2	3	4	0	47
Front page	1	2	3	4	0	48
Social news (about parties, weddings, etc.)	1	2	3	4	0	49
Book reviews and ads	1	2	3	4	0	50
News about business or companies, or stock market	1	2	3	4	0	51
News or ads about clothes and styles	1	2	3	4	0	52
Teenage columns and news	1	2	3	4	0	53
Food news and recipes	1	2	3	4	0	54
Obituaries (about people who died)	1	2	3	4	0	55
Summary or index of the day's news	1	2	3	4	0	56
Quizzes	1	2	3	4	0	57
Political cartoons	1	2	3	4	0	58
Youth or children's page (such as Minipage)	1	2	3	4	0	59
	1	2	3	4	0	60
	1	2	3	4	0	61
	1	2	3	4	0	62
	1	2	3	4	0	63

10. Below are things some people have said about newspapers. We would like to know how much you agree or disagree with each. There are no right or wrong answers.

After each description circle the answer that comes closest to how you feel.

	Strongly agree	Agree somewhat	Don't know	Disagree somewhat	Strongly disagree	
Fair, tells both sides of a story	1	2	3	4	5	64
Old-fashioned, out of touch with the modern world	1	2	3	4	5	65
Helpful, has lots of things I can use	1	2	3	4	5	66
Bulky, has too many things I am not interested in reading about	1	2	3	4	5	67
Has information I can't get anywhere else	1	2	3	4	5	68
Not important to kids my age	1	2	3	4	5	69
Cares about people in my age group	1	2	3	4	5	70
Is meant more for adults than for young people	1	2	3	4	5	71
Not worth the time spent in reading it	1	2	3	4	5	72
Has lots of things I want to know about	1	2	3	4	5	73

11. How much trouble do you have reading news and articles in the newspaper?

A lot 1
A little 2
None ..... 3 — 74

12. Have you used a newspaper as part of your classroom work or for an assignment during this school year?

Yes 1
No ..... 2 — 75

80-3

If your answer to question 12 is "yes" please answer questions 13a & b and 14a & b & c. If your answer is "no," skip to question 15.

13a. For what subjects have you used a newspaper during this school year—either in class or for an assignment? Check as many as apply.

13.b For each class you checked: Did you use the newspaper as part of classwork or for homework or both? **(Circle only one number for each subject you checked.)**

	Classwork	Homework	Both	
☐ Reading Language Arts	1	2	3	8
☐ English	1	2	3	9
☐ Social Studies	1	2	3	10
☐ Geography	1	2	3	11
☐ Current Events	1	2	3	12
☐ Math	1	2	3	13
☐ Science	1	2	3	14
☐ Career Education	1	2	3	15
☐ Journalism	1	2	3	16
☐ Consumerism	1	2	3	17
Other (what subject?) _____	1	2	3	18

Newspaper Survey 1980-81

14a. When you used newspapers in your classroom this year did you usually have your own copy to work with or did you share the paper?

I usually: (circle one)
Had my own copy 1
Shared with someone 2
Did not use paper in class ..... 3 — 19

b. When you used a newspaper in class this year was it usually

(circle one)
Today's newspaper 1
Yesterday's newspaper 2
Issues from earlier in the week 3
Older than that? ..... 4 — 20

c. How often have you taken home the newspaper that you used in class?

(circle one)
Most of the time 1
Some of the time 2
Hardly ever or never ..... 3 — 21

The next question uses a scale which goes from "dislike it a lot" to "like it a lot." Please circle the number that comes closest to how you feel. If you don't lean in either direction, circle number "3."

15. How do you feel about using the newspaper for school work? (Please answer regardless of whether you have used the newspaper in school.)

Dislike it a lot 1
Dislike it 2
Don't know 3
Like it 4
Like it a lot ..... 5 — 22

16. How interested are you in news about government and current events?

No interest at all 1
Very little interest 2
Some interest 3
A lot of interest 4
A very great interest ..... 5 — 23

17. How often do you and your parents talk about news stories in the newspaper?

Almost never 1
Once or twice a month 2
Once or twice a week 3
Almost every day ..... 4 — 24

18. These are questions about things that people have different opinions about. Please circle the answer which shows what you think.

a. Does the President have the right to do anything affecting the United States that he wants to do?

Yes 1
No 2
Don't know ..... 3 — 25

b. Should a newspaper or magazine be allowed to print something that criticizes an important person in government?

Yes 1
No 2
Don't know ..... 3 — 26

c. Should a person who doesn't believe in God be allowed to make speeches about it?

Yes 1
No 2
Don't know ..... 3 — 27

d. Does freedom of the press affect people in their everyday lives?

Yes 1
No 2
Don't know ..... 3 — 28

19a. Who is the Governor of your state? _____ 29
(Don't worry about exact spelling.)

19b. In the blanks below write the last names of the persons who are now U.S. Senators from your state. (Don't worry about exact spelling.)

_____

_____ 30

20. Here are some things in the news that people sometimes talk about. How interested are you personally in each of these topics? Circle one answer for each topic.

	Very interested	Somewhat interested	Not at all interested	
What the President is doing	1	2	3	31
What your town or county government is doing	1	2	3	32
Things that happen in your neighborhood	1	2	3	33
Pollution problems	1	2	3	34
Young people using drugs	1	2	3	35
The rising cost of living	1	2	3	36
Crimes and robberies	1	2	3	37
The problem of losing or not being able to find a job	1	2	3	38
What's going on in other countries	1	2	3	39
What's happening in the schools	1	2	3	40

In the next two questions please **put a circle** around the number that comes closest to how you feel. If you don't lean in either direction, circle number "3."

21. How much do you enjoy reading the newspaper?

Dislike it a lot 1
Dislike it 2
Don't know 3
Enjoy it 4
Enjoy it a lot ..... 5 — 41

22. How much do newspapers tell you things you want to know about?

Not at all 1
Just a little 2
Don't know 3
A fair amount 4
A great deal ..... 5 — 42

23. Do you personally ever buy a daily newspaper with your own money, outside of school?

Yes 1
No ..... 2 — 43

24a. Is a daily newspaper (Monday through Friday) delivered to your home?

Yes 1
No 2

24b. If "Yes," what paper or papers _____ 44

_____ 45

Newspaper Survey 1980-81

25a How many days a week is a daily newspaper brought home by anyone in the household?

None 0
One day a week 1
Two days a week 2
Three days a week 3
Four days a week 4
Five days a week . . . . . 5 — 46

25b What paper or papers are brought home, if any? _____ 47

26a Is the Sunday newspaper delivered to your home?

Yes 1
No . . . . . 2 — 48

26b If "Yes," what paper or papers? _____ 49

27a How often is a Sunday newspaper brought home by someone in the household?

Never 0
Once a month 1
Twice a month 2
Three times a month 3
All four Sundays . . . . . 4 — 50

27b What Sunday paper or papers are brought home, if any? _____ 51

28 Below are some reasons that people have given for reading a newspaper. There are no right or wrong answers to these statements. For each statement, how much do you *agree* or *disagree* that it applies to you when you read a newspaper? After each statement **circle** *one* answer.

	Strongly agree	Agree somewhat	I don't know	Somewhat disagree	Strongly disagree	
Reading the newspaper helps me understand the things going on around me.	1	2	3	4	5	52
I often discuss or show things I read in the newspaper to other people	1	2	3	4	5	53
I feel up to date on the latest events because I read the newspaper	1	2	3	4	5	54
Reading the newspaper helps me understand other people	1	2	3	4	5	55
Reading the newspaper often helps me with my personal problems	1	2	3	4	5	56
Newspaper reading is a habit with me. I feel something is missing if I can't read the paper when I usually do	1	2	3	4	5	57

29a How often do you think you'll be reading the newspaper next year if it is not assigned for class or homework?

Most days 1
Fairly often 2
Once in a while 3
Hardly ever . . . . . 4 — 58

29b How about when you are an adult? How often do you think you'll be reading the newspaper?

Most days 1
Fairly often 2
Once in a while 3
Hardly ever . . . . . 4 — 59

Newspaper Survey 1980-81

30a. Did you go on a tour of a newspaper building during this school year?

Yes.....1
No.....2 60

b. What about before this year? Did you ever go on a tour of a newspaper building?

Yes.....1
No.....2 61

31. Have you ever had a job delivering newspapers?

I deliver newspapers now.....1
Not now, but I have in the past.....2
Never have.....3 62

32. Which of the following best describes your average grade in school so far this year?

A.....1
B.....2
C.....3
D.....4
Below D.....5 63

33. If you could be remembered in school for one of these four things, which one would you want it to be?

A really good student who got high grades or marks.....1
A star athlete.....2
A leader in student activities 3
Being most popular.....4 64

The next question uses a scale which goes from "dislike very much" to "like very much." Please circle the number that comes closest to how you feel. If you don't lean in either direction, circle number "3."

34. Some people like school very much. Others do not. How do you feel about going to school?

Dislike school very much.....1
Dislike it.....2
Don't know.....3
Like it.....4
Like school very much.....5 65

Following are some general information questions.

35. The Congress of the United States is made up of two parts. One part is the House of Representatives. What is the other part?

(circle one)

Assembly 1
Electoral College 2
Senate 3
State Department 4
Supreme Court 5
I don't know 6 66

36. Which one of the following government departments is **most** concerned with foreign affairs?

(circle one)

Department of State 1
Department of Commerce 2
Department of Agriculture 3
Department of Treasury 4
I don't know 5 67

37. In the United States which one of the following officials is **elected** to office?

(circle one)

A Senator 1
The U.S. Secretary of State 2
A U.S. Supreme Court Justice 3
The U.S. Ambassador to Great Britain 4
I don't know 5 68

38. To work for peace in our world, most countries belong to the:

(circle one)

European Community 1
United Arab Emirates 2
United Kingdom 3
United Nations 4
I don't know 5 69

39. Which of the following countries are **not** part of the Third World?

(circle one)

Costa Rica 1
Malaysia 2
Canada 3
All three 4
I don't know 5 70

Newspaper Survey 1980-81

40. A very important problem the world faces today is:

	(circle one)	
Not enought recreation areas	1	
Too many people have gone to college	2	
Some countries do not have enough food to feed their people	3	
Bad transportation systems	4	
I don't know	5	71

41. The major goal of the SALT talks is:

	(circle one)	
To increase trade between Europe and the U.S.	1	
To establish a new nation in Eastern Europe	2	
To decrease the amount of pollution in the oceans and outer space	3	
To establish some controls over the production of nuclear arms	4	
I don't know	5	72

42. And finally, how did you like answering this questionnaire?

It was fun	1	
It was o.k.	2	
I did not like it	3	73
		80-4

Thank you very much for helping me with this survey.

1980-81 NEWSPAPER IN EDUCATION (NIE) SURVEY

TEACHER'S QUESTIONNAIRE

As you know, the Newspaper in Education (NIE) Research Project is studying classes which use newspapers in different ways, and classes which do not use newspapers.

This questionnaire provides a description of each test class and the procedures you have followed in using the newspaper with it. If this class is in the "no newspaper" group, you may have used the newspaper occasionally even though the class is not part of an NIE program. We would like to know about such use too.

We would also appreciate any additional comments, explanations or descriptions you may have about using newspapers and about the particular way you went about it this year with this class. We have tried to ask questions that would touch on the different ways newspapers are used in class or for homework; if you can think of anything you do or use which is related to developing the students' interest in newspapers or their ability to read them intelligently we would appreciate knowing about it.

<u>This questionnaire is to be submitted with the Student Phase II questionnaire for your class.</u> If you have more than one class in the study, please submit a separate questionnaire for each class, since the description of the class and your use of the newspaper may vary from class to class. The information is to be used to classify students according to the kind of approach their teachers have followed.

Newspaper Readership Project

485 Lexington Ave
New York, N.Y. 10017
212/557-8242

I. CLASSIFICATION DATA

Computer Matching Number (for office use only)

☐☐☐☐☐☐☐

A. City

*Colorado Springs.....1
Houston.....2
*Kansas City.....3
*Memphis.....4
Milwaukee.....5
New York/Long Island.....6
Regina.....7
Richmond.....8
San Francisco.....9 (8)

B. Research Group

Group One.....1
Group Two.....2
Group Three.....3 (9)

C. Class Subject

English.....1
Reading/Language Arts.....2
Social Studies.....3
Science.....4
Math.....5
.....6
.....7
.....8
More than one subject.....9 (10)

D. Grade Level

Fifth.....05
Sixth.....06
Seventh.....07
Eight.....08
Ninth.....09
Tenth.....10
Eleventh.....11
Twelfth.....12 (11/12)

E. Teacher Code (13/14)

☐☐

F. Size of Class

_____ (15/16)
(number of students)

G. Composition

Girls only.....1
Boys only.....2
Mixed.....3 (17)

H. Type of Class

Advanced.....1
Regular*.....2
Other_____3 (18)
(please describe)

*If "regular": What is their general achievement level?

Somewhat above average...1
Average.....2
Below average.....3 (19)

I. Type of School

Above average academically.....1
Average.....2
Below average.....3 (651)

*These cities originally planned to participate but were unable to do so.

II. CLASS USAGE OF NEWSPAPER

1. Have you had this class use a newspaper in any way this year, either in class or for homework?

Yes.....1
No.....2(IF "NO" SKIP TO Q.16) (20)

2. Were the newspapers usually provided in school or did the class usually bring in their own newspapers?

Provided in school.....1
Brought their own.....2 (21)

3. For how long a time span was the newspaper used in this class?

One week or less.....1
Two weeks.....2
Three weeks.....3
Four weeks (one month)...4
5-6 weeks.....5
7-8 weeks (two months)...6
Three months.....7
Four months.....8
All through the term.....9
All through the year.....0 (22)

4. How often did the class receive or bring in newspapers during this time span? (Circle answer in first column.)

5. How often did the class usually use newspapers for lessons or assigned work? (Circle answer in second column.)

	Q.4 Received	Q.5 Received
Once a week	1	1
Twice a week	2	2
Three times a week	3	3
Four times a week	4	4
Five days a week	5	5

(23/24)

6. How current was the newspaper issue that the students <u>usually</u> worked with?

Today's paper.....1
Yesterday's paper.....2
Issues earlier in the week.....3
Issues earlier than that.....4 (25)

7. Did this class have its own separate set of newspapers or was the set used for more than one class?

One class set.....1
Used for more than one class.....2 (26)

8. When you worked with newspapers in your classroom this year, did your students have their own copies to work with or did they share a copy?

Own copy.....1
Two students shared copy.....2
Small group shared a copy.....3
It varied.....4 (27)

9. How often did they take the newspaper home?

Frequently.....1
Occasionally.....2
Never, hardly ever.....3 (28)

III. NEWSPAPER ACTIVITIES

10. When you started using the newspaper with this class was there an introductory discussion about the newspaper and its contents or did you start right in with the first lesson or assignment?

General introduction to the newspaper.....1

Started right in with lesson.....2 (29)

11. How did you organize the class newspaper activities this year?

	Yes	No	
The entire class worked together.....	1	2	(30)
Small groups of students worked together.....	1	2	(31)
The students worked on individual projects.....	1	2	(32)

12. How did you use the paper in the classroom this year? What activities or techniques did you use?

For example, did you have your students:

	Yes	No	
a. Circle or cut out words or phrases to discuss the meaning of words and sentence structures.....	1	2	(33)
b. Read articles for comprehension or to distinguish between fact and opinion.....	1	2	(34)
c. Relate the content of the articles to what they were studying in their textbooks.....	1	2	(35)
d. Write their own articles stories, headlines, etc., based on articles, photograph, etc. in the newspaper.....	1	2	(36)

If you used other techniques or activities, please describe:

_____ (37/38)

_____

13. In using the newspaper with your class this year, what kind of lesson plans did you use?

	Yes	No	
Plans from NIE literature....	1	2	(39)
Plans suggested in workshops or by NIE consultant.....	1	2	(40)
Used own ideas.....	1	2	(41)

14. In general when you were using the newspaper with this class, how important were each of the following to you:

	How Important to You:					
	Very	Moderately	Somewhat	Slightly	Not at all	
Developing the students' general reading skills.....	1	2	3	4	5	(42)
Developing their general writing skills.....	1	2	3	4	5	(43)
Using the newspaper as supplementary course material.....	1	2	3	4	5	(44)
Developing their ability to read the newspaper.....	1	2	3	4	5	(45)
Developing their critical understanding of what they read in a newspaper.....	1	2	3	4	5	(46)

15. Which of the following parts of the newspaper did you use with the class this year? Please indicate how frequently you used each part.

	FREQUENTLY	OCCA-SIONALLY	HARDLY EVER, NEVER	NOT IN OUR NEWSPAPER	
Comics or jokes	1	2	3	0	(47)
Sports	1	2	3	0	(48)
Puzzles, games	1	2	3	0	(49)
Personal advice like Ann Landers or Dear Abby	1	2	3	0	(50)
Classified ads (for jobs, auto, etc.)	1	2	3	0	(51)
The other ads	1	2	3	0	(52)
TV and radio listings	1	2	3	0	(53)
Editorials or the editor's page	1	2	3	0	(54)
Horoscopes, birth signs	1	2	3	0	(55)
Hobbies (like stamps, sewing, photography, etc.)	1	2	3	0	(56)
Stories about TV celebrities and movie stars	1	2	3	0	(57)
What movies are showing	1	2	3	0	(58)
News or ads about music or records	1	2	3	0	(59)
News about your own town or city	1	2	3	0	(60)
News about other parts of the U.S.	1	2	3	0	(61)
News about foreign countries	1	2	3	0	(62)
Front page	1	2	3	0	(63)
Social news (about parties, weddings, etc.)	1	2	3	0	(64)
Book reviews and ads	1	2	3	0	(65)
News about business or companies or the stock market	1	2	3	0	(66)
News or ads about clothes and styles	1	2	3	0	(67)
Teenage columns and news	1	2	3	0	(68)
Food news and recipes	1	2	3	0	(69)
Obituaries	1	2	3	0	(70)
Summary or index of the day's news	1	2	3	0	(71)
Quizzes	1	2	3	0	(72)
Political cartoons	1	2	3	0	(73)
Youth or children's page (such as Mini-page)	1	2	3	0	(74)
	1	2	3	0	(75)
	1	2	3	0	(76)
	1	2	3	0	(77)
	1	2	3	0	(78)

15a. What newspaper(s) did you use with this class? (79)

_____ 91

80-5

IV. OTHER NEWS & NEWSPAPER ACTIVITIES (ALL TEACHERS)

16. ALL TEACHERS. Apart from the use of actual newspapers in class, did you have occasion to do any of the following with this class this year?

	Yes	No	
a. Have you taken or sent the class to a tour of a newspaper building?.....	1	2	(8)
b. Have you assigned newspaper activities at home or in the library?.....	1	2	(9)
c. Have you used reprinted newspaper articles or items or single clippings from a newspaper?.....	1	2	(10)
d. Have you used magazines or magazine articles?.....	1	2	(11)
e. Did this class receive weekly student papers, such as The Weekly Reader or the Junior Scholastic this year?.....	1	2	(12)
f. Did you use current events films or audio-visual aids in class? (please describe)_____	1	2	(13)

17. Does your school have a current events filmstrip program? Yes.....1 No.....2 (14)

IF YES: Has this class been shown current events filmstrips this year in a general assembly? Yes.....1 No.....2 (15)

18. Did a newspaper representative or NIE Educational consultant talk to your class this year? Yes.....1 No.....2 (16)

a. When did it take place?

When you started using newspapers with the class.....1
Later in the term.....2 (17)

b. What was the emphasis in that talk?

What the newspaper is all about.....1
How it applied to the curriculum.....2
Both.....3 (18)

19. The following issues are aspects of newspapers which are sometimes described or discussed with classes. We would like to know if any of these have been discussed with this class, regardless of whether they used a newspaper.

	Yes	No	
a. The contents of the newspaper and its format (how it is organized).....	1	2	(19)
b. Newspaper terms, such as wire press identification, datelines, etc.....	1	2	(20)
c. How the newspaper is written and put together; how the newspaper staff functions; what kinds of job are performed at the newspaper.....	1	2	(21)
d. How a newspaper is financed; the role of advertising.....	1	2	(22)
e. The goals and the responsibilities of the newspaper editor.....	1	2	(23)
f. The issues of freedom of the press.....	1	2	(24)
g. How the public can use a newspaper as consumers, citizens, etc; what functions it can serve.....	1	2	(25)
h. How students can use the newspaper; what they can learn from it.....	1	2	(26)

V. BACKGROUND - (ALL TEACHERS)

20. Which, if any, of the following kinds of newspaper teaching materials have you used this year or in the past?

	Used this year	Not this year: Used in the past	Not this year: Have never Used	
Brochures or pamphlets telling about newspapers in general, written for teachers	1	2	3	(27)
Similar publications written for student use	1	2	3	(28)
Publications which describe in general terms how the newspaper can be used as a teaching tool	1	2	3	(29)
Actual lesson plans or teaching units for use in class	1	2	3	(30)
Activities which can be assigned for students to pursue as special projects on their own	1	2	3	(31)

21. What training have you received in using the newspaper as an educational tool?

	Yes	No	
Introductory workshop, i. e. less than one day	1	2	(32)
Workshop - one or two days	1	2	(33)
Workshop - one or more weeks	1	2	(34)
An in-service training course	1	2	(35)
Undergraduate-level college course	1	2	(36)
Undergraduate-level journalism course	1	2	(37)
Graduate-level education or journalism course	1	2	(38)
Other (please specify)_____	1	2	(39)
None, no special training	1	2	(40)

		Yes	No	
22.	Apart from the above formal activities, has a newspaper representative or NIE consultant talked to you personally about using (or how to use) newspapers with your classes?	This year.....1	2	(41)
		Earlier.....1	2	(42)
23.	Do you receive an NIE newsletter from a newspaper?	Yes.....1		
		No.....2		(43)

24. How long have you been using a daily newspaper as an educational aid?

Never used.....0

Less than one year.....1
Approximately one year.....2
Approximately two years.....3
Approximately three years.....4
Approximately four years.....5
Approximately five years.....6
Six to ten years.....7
More than 15 years.....8 (44)

25. What is the major subject area that you currently teach?

Social Studies.....1
English.....2
Reading/Language Arts.....3
Science.....4
Mathematics.....5
More than one subject.....6
Other_____7 (45)
(please specify)

26. What was the last year of school you completed?

One to three years of college.....1
College graduate.....2
Some graduate school training.....3
Master's degree.....4
MA plus additional graduate training.....5
Doctorate.....6 (46)

27. How often do you yourself get to read a daily newspaper in an average week?

Every day.....1
Most days.....2
2-3 times a week.....3
Once a week.....4
Less often.....5 (47)

Which newspaper(s) do you usually read?

_____

_____ (48/49)

28. Is a daily newspaper delivered to your home?

Yes.....1
No.....2 (50)

80-6

THANK YOU VERY MUCH FOR YOUR HELPING US WITH THIS SURVEY.

Please attach this questionnaire to the set of student questionnaires (Phase II) for the class.

If you have more than one class participating in the study, please submit a separate questionnaire with each class set of student questionnaires. (Arrangements can be made to reproduce questions 20-28 which will not change from class to class.)